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The Journal of

THE ASSOCIATION OF SCHOOL AND
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A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

In this, our VICTORY issue
SAN FRANCISCO RECORD.
GEOFFREY PARSONS

OCTOBER, 1945

VOLUME 6

NUMBER 1

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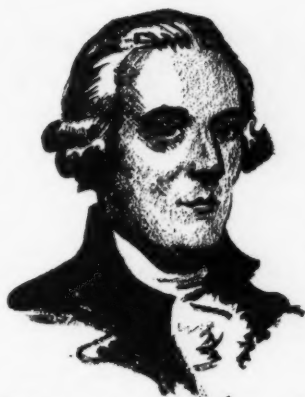
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Outwitting the weather



How science copes with Old Man Weather is illustrated by these ideas and devices from General Electric laboratories.

How high are the clouds? A ceilometer measures this for airmen. How wet is the weather? A fungus farm in a G-E laboratory helps design military equipment to resist fungus in the world's wettest areas.

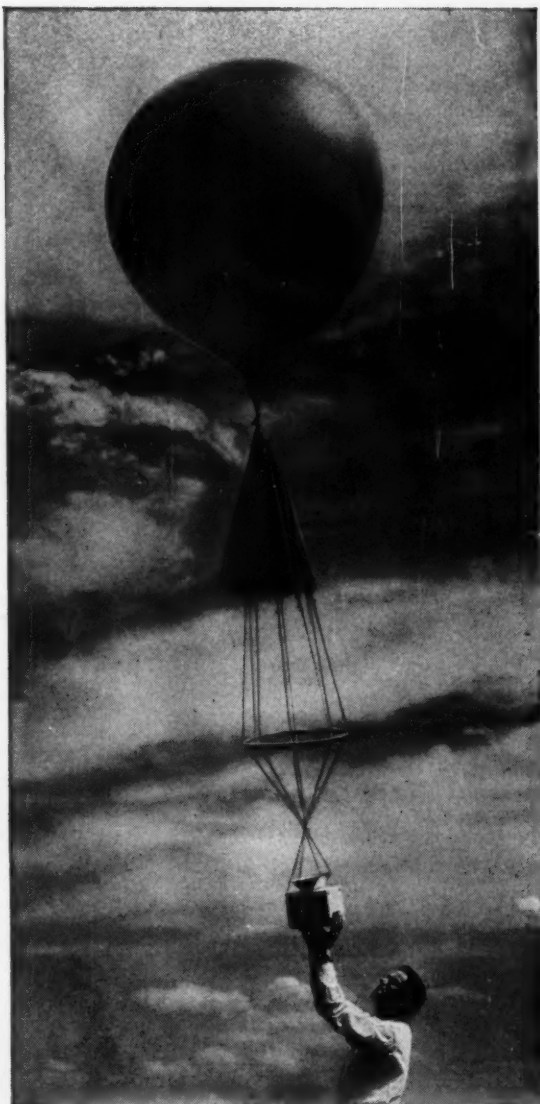
On this page are a few more examples of the way General Electric research and engineering are being devoted to this phase of human comfort and health. *General Electric Company, Schenectady, N. Y.*



Cloudy but bright. When clouds darken the sky, lights come on in this schoolroom. No one has to remember; a General Electric automatic light control with an "electric eye" keeps constant watch on daylight, safeguards young eyes by turning on the lights whenever they are needed.



Cucumber magic. Vines in electrically heated soil (right) grew twice as tall, and bore one month earlier. The heating cable, developed by G-E engineers, is buried in the soil and thermostatically controlled. More than 15,000 commercial growers use G-E soil-heating cable.



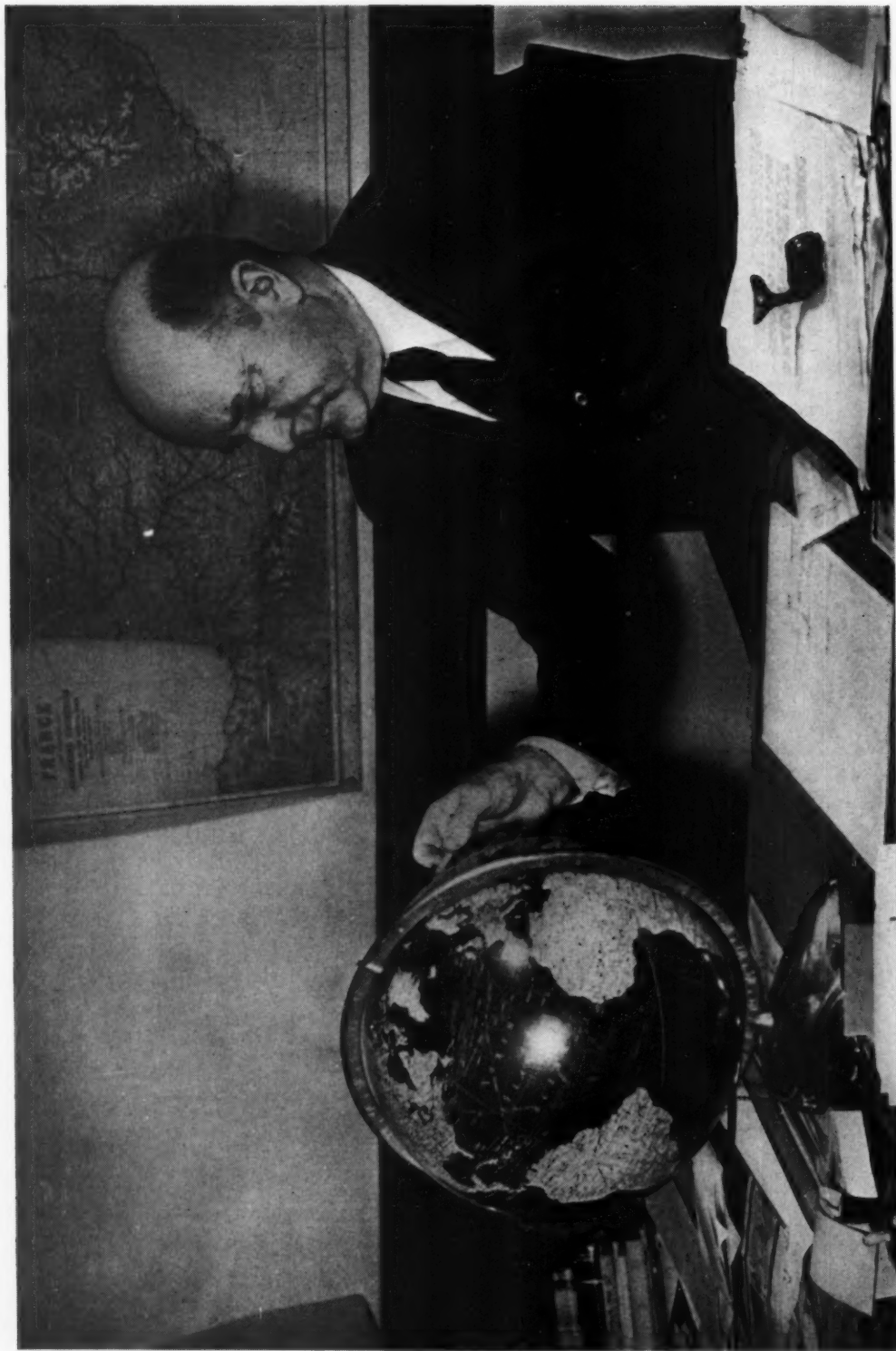
Weather detective goes aloft in the small box suspended from the balloon. Some 12 miles up the balloon bursts, and the box is parachuted back to earth. On the way up, this electronic device, called the G-E Stratometer, gives a running commentary on the weather—temperature, humidity, air pressure—and sends this information back to earth by radio signals. The information gathered by the G-E Stratometer can be used to help predict the weather.

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GEOFFREY PARSONS, *Chief Editorial Writer*, NEW YORK HERALD-TRIBUNE

SAN FRANCISCO RECORD

GEOFFREY PARSONS

Chief Editorial Writer, New York Herald Tribune

Career Service Overseas is the New Call to American Youth

By both inference and direct statement, Mr. Parsons here emphasizes the need for trained career diplomats in our State Department. The point we wish to stress is the necessity for an early scholastic beginning in the preparation of young men and women for this type of service. The author makes it clear that the "spirit to pursue" and certain inherent talents are essential for any young person entering the foreign service field. We wish to add that over and above these qualities, the successful statesman must have the proper educational background.

The author of this address presented to the graduating class of Franklin and Marshall College at their 1945 Commencement exercises has a wide reputation for his editorial ability. A graduate of Columbia University, Mr. Parsons received his A.B. (1899), LL.D. (1903), and Litt.D. (1941) degrees from there. In June, 1945, he was awarded the honorary degree of Doctor of Humane Letters by Franklin and Marshall College. His experience with the New York Evening Sun, The New York Tribune, and now as Chief Editorial Writer of the New York Herald-Tribune, has made him an accepted authority on world affairs. In addition to his many other honors, he was awarded the Pulitzer Prize for Editorial Writing in 1941.

We are deeply grateful for the opportunity to present this address, which we feel encourages young Americans who have shown their strength in war, to show their "spirit to pursue" in peace.

The Task Completed

THE writing of this speech and the course of the San Francisco Conference have run a very close race. The finish is just about a dead heat—though I am very glad to yield victory to the Conference by a neck.

A few details remain to be clarified. The benediction of President Truman is scheduled for Tuesday. But essentially the task is completed. The charter of the United Nations is a fact, probably the greatest fact in the history of modern times.

Whether it ultimately wins or loses in the struggle to unite the world depends upon the skill and sincerity with which it is supported by the great nations and particularly by this country. It is very close to the truth to say that the fate of the charter depends upon America. Because I felt this deeply at the Conference, I shall try to describe briefly the record of San Francisco as I saw it.

My hope was that the charter of the United Nations would be a well established fact when I stood before you, and the personalities involved in its making would have passed into history. Instead, I must attempt to discuss

events of which you have just read the headlines. I feel a little embarrassed at the prospect. I shall confine myself to principles and policies as much as I can. But with respect to personalities, I feel like prefixing to my remarks the notice that timorous authors use in their novels: "All names, characters and events in this book are fictional and any resemblance which may seem to exist to real persons is purely coincidental."

The Professional Diplomat

I find myself particularly embarrassed by the fact that the starting point of my argument is the inadequacy of our State Department. That weakness is of old standing. It will not be remedied by the removal of any one man or group of men. It is not in any real sense personal. So, when I quote an unfavorable description of a certain American diplomat at San Francisco, you will understand that the picture of his ineptitude is, though not fictional, hardly more than a coincidence. There, but for the chance of politics, might go any other inexperienced American. The description was spoken by the correspondent of a New York newspaper after observing

the dignitary in action at a plenary session of the Conference. It ran: "That fellow makes me think of a man on roller skates for the first time in his life." Of the same personage an unkind English critic remarked: "His ruthlessness is tempered by a colossal incompetence."

Let me say at once that the skill of the British delegation was tempered by no incompetence whatsoever. Their two ablest experts were in command, Anthony Eden and Lord Halifax. Moreover, these leaders had at their elbow career men of long experience and distinguished ability. Most notable of these—rated by some observers the ablest man at the Conference—was Sir Archibald Clark Kerr, British Ambassador to Moscow. Let's look at his career for a moment. A Scot by birth, he chose the Foreign Office for his career, at the age of twenty-four. He is now sixty-three and it would be quicker to list the embassies where he has not served than those where he has. In his early years he made the diplomatic tour: Berlin, Buenos Aires, Washington, Rome, Teheran. After serving in the first World War he had experience in Africa and the Near East; and as Minister in Central America, in Chile, in Sweden. He has been Ambassador in Baghdad, in China and, since 1942, in Moscow. Of course, he is a great linguist. Being a Scot, he makes friends wherever he goes.

Now who was the opposite number to Clark Kerr on the American team? I can't pretend that this is a fictional character; you will have little difficulty in identifying the American Ambassador in Moscow. But we can leave his name out of this argument; it is as a type that he is important—not as an individual. Clark Kerr, as we noted, has spent some forty years in diplomacy, it has been his profession, his life work. *Our* Ambassador entered diplomacy at the age of forty-eight, after some experience in railroading—his inherited career—and in banking. He is a

pleasant, honest, sensible American business man; in foreign affairs he is a rank amateur.

I don't want to create a false impression by this contrast of two individuals. All our staff were not amateurs. We have our professionals in our State Department. But neither in the quality of their talents, nor in their experience, nor in their outlook, can they be ranked with the Foreign Service of Great Britain. And at San Francisco we had the added handicap of relying upon the amateurs in key positions. Here *was* a real coincidence. The chief, himself, was a business man, the heir of a steel company. For Russian advice he leaned upon the heir of a railroad, whom we have just observed. South America was the source of many headaches at San Francisco. For knowledge thereof our chief turned to an heir of another great fortune—a fortune made in oil. It was so striking a coincidence, this reliance upon the rich amateur, that a European diplomat was heard to remark: "We are in the hands of the millionaires!" Please do not mistake my point. Millionaires, even the sons and grandsons of millionaires, can have ability. But there is no magic road to professional wisdom. It is a long, slow job becoming an expert in anything. None of these three amateurs had made a career of diplomacy. Each had taken it up at middle age, as one might take up skiing, or chess, or the saxophone. Each did his best at San Francisco. But—and this is my major point—it was not good enough.

The Menace of Stupidity

It was not good enough because the old isolationism has passed away, blown to smithereens by the rocket bomb. Amateurs were good enough for the United States when their blundering diplomacy was reinforced by two wide oceans. Today the word has shrunk so in size that stupidity anywhere is a menace to everybody everywhere. That is the heart of my message to you today, and I will try to

make it crystal clear by applying it to the major diplomatic problem of the world today. That problem is Russia. Every editor has to wrestle with it just as every diplomat has to. It was the center of every controversy at San Francisco, although it had nothing to do with the real task of the Conference. Let us understand this last point before we tackle the larger issue.

The Object of the Conference

The object of the Conference was not to make peace or decide any of the immediate problems of boundaries or nationalities which spring up in the wake of a war. It was to erect the framework of a world organization which over the years might, with luck and good will, develop into a real peace-making, peace-keeping machine. What was disturbing and alarming at San Francisco was the speed with which the real aim of the Conference became entangled in irrelevant issues of the immediate peace. As a result, you read of crisis after crisis, of increasing bitterness between Great Britain and the United States, on the one hand, and Russia, on the other. It was my judgment at the time that, so far as the real object of the Conference was concerned—the erection of a framework of a world order—it was never in doubt. It never came within headlines of a crisis. The simple fact was that no nation dared walk out on this first step toward world unity.

There is not time to analyze the wrangle over the Yalta formula for transforming the Lublin government into a real Polish government. In the last few days there have been reports of progress. The mystery of the sixteen Poles has at least partially reached the light of day. What I should like to stress here centers around two more general points. The first, as I see it, was the stupidity of American diplomacy at San Francisco in being maneuvered into a broadly anti-Russian position as the tail to the British kite. The second relates to the future. It is the urgent

need that we put forth every effort, of study, of tolerance, of good will, of personal skill, to get along with the Russians and bring them into the world order as our friends and as the friends of peace and justice. I am very glad to say at the outset that while our diplomats at San Francisco shut their eyes to this need, President Truman recognized its existence and acted in aid of it directly and skillfully.

This Russian issue has a strange effect upon people's vision. The moment it is mentioned, whiskers bristle and hot words rush to lips. There is no problem of our time which raises so little light and so much heat. Even in this abode of learning and liberality, I can almost imagine that I hear the condemnation of my plea forming on the lips of some of you.

Russia—The Bargainer

Let me try to forestall that hostility by clarifying my stand. The worst friends of Russia, in my opinion, are those extremists who see the Russians always in the right and seek to attach all blame to their opponents. I have watched Russian technique in diplomacy for a good while now. It is a strange and difficult business by our standards. I don't blame anyone for being at times irritated, enraged and appalled by its maneuvers. Let me set down a few facts from the record. On two famous occasions when our diplomats, in company with the British, sought to reach an agreement with Mr. Stalin, the drama of the sessions ran as follows: The first night—Russian officials go to work at nine o'clock in the evening and work all night, for one small item of difference—the first night, all was sweetness and concord. The second night began in a sudden burst of unexplained wrath and insult and the Conference all but reached a break-up. The third night good nature returned and an understanding was reached. On one of these occasions Mr. Churchill was present and only his blunt announcement of withdrawal restored reason to the scene.

I have watched these performances at a dis-

tance and my phrase for the tactic is "rug-pulling." It is as if the Russian could not endure the spectacle of a decorous gathering. When everyone is gracefully seated, the tea-table set and the polite elegance of diplomacy fills the air, he feels an irresistible urge to pull the rug out from under the whole proceeding. It has seemed to me at times that, afterward, one could hear a hearty burst of Russian laughter disappearing down the hall.

There is another possible explanation, of course. It is that the Russian is by instinct and long habit a great bargainer. Such rough and ready tactics of insult and rudeness may seem like an effective weapon of trade. Sometimes it is.

In any event, the one correct answer to such roughness is an equal bluntness on our side. One of our great mistakes has been to continue the polite elegancies of diplomacy, when the plainest of plain words were in order. The Russians are a strong, young people. They like and respect strength in others. I do not mean that we should resort to rug-pulling. That is not in our code. But we have men of power who are fully able to stand up to Uncle Joe and trade blows with him. One of the most striking episodes of San Francisco was the visit of Mr. Molotov to the shipyards of Henry Kaiser. There was straight talk between these two men of power. There were amazement and instruction for the Russian in the skill of the process, in the independence of the workers, in their incredible wages. There was opinion in San Francisco that this visit did more to tame and westernize Mr. Molotov than all the arts of the diplomats.

The Meeting of East and West

That word "westernize" needs stressing. I think we shall get nowhere with the Russians unless we realize at the outset that here is a people, likeable, yes; more important, resembling Americans in a number of traits—their heartiness, their frontier directness,

their sense of humor—but that in certain other fundamentals of outlook they are as different from us as people can well be. Let me remind you of what I said regarding the disservice that extravagant admirers do the Russians. It is only by frankly recognizing the alien qualities of Russian character that we can make allowance for his peculiar actions and learn to work with him.

Certain of his traits are obviously Eastern in their origin. Not for nothing did waves of Mongols break upon Russia. It was the contention of Joseph Conrad—the Pole who learned to think and write in English—that Poland was the last outpost of Europe in the East. That view has occurred to me often in recent months as I have watched the age-old antipathy between Pole and Russian threaten to wreck the San Francisco Conference and the peace of the world. We Americans need to accept and understand such vital divergences as these. Neither in Europe nor in Asia can we play our part as builders of peace and advocates of justice unless we do so. When Rudyard Kipling, who knew this well, wrote his familiar lines about East and West—"And never the twain shall meet"—he was pointing to incontestable facts too often hurried over by the idealist. He was wrong, in my judgment, only in his conclusion. They have got to meet, if civilization is to survive.

We cannot here define all these Eastern traits. Let me cite one by way of illustration. In the western world we have, in the last few centuries, developed a high regard for the sanctity of human life. Our Anglo-Saxon laws are largely devoted to the protection of the safety of the individual. So is our Bill of Rights and, indeed, our whole Constitution. This point of view has become instinctive in us—so much so that we are shocked and horrified by the disregard of human life which is normal in the East—and in many Russians. I sometimes wish that our memories were longer and that we did not forget so easily

how recent is the humanitarian outlook. Hanging for petty thievery was still common in England in the eighteenth century. Children of seven—paupers, of course—worked for fifteen hours a day in the mills of England down to 1830. And, let us never forget, we had slavery in America till December 18, 1865—eighty years ago. The Chinese die easily and kill easily. By our standards life is neither holy nor precious to them. Other things seem of more moment. There is enough of this point of view in the Russian to make him do what from our point of view are terrible things. The Czarist government did them, God knows. The Soviets invented neither torture nor salt-mines. What probably upsets us most, puzzles us most, is that in the name of the common man, the Soviet government feels it right and necessary to deprive any number of common men—who happen to hold unorthodox political views—not only of liberty and happiness, but life itself.

Plain Talk

I fall back on the utterance of a distinguished English expert on Russia—their greatest, in my estimate—Sir Bernard Pares, who said to me recently: "I have always liked the Russian people; I have never liked a Russian government." Mr. Donald Nelson put the same thought in another way: "In Moscow there is a lot of politics. Once you get away from the capital, out in the provinces, the Russians are marvelous people. They like us and we like them. There is a natural friendship between them and Americans." None of our outspoken business men have any difficulty in getting on with these strange people. Eric Johnston had a temporary failure with Stalin until he shocked that great man with a blunt challenge; thereupon the Marshal talked turkey for three hours.

I started out to paint an item of divergence and I find I have digressed to the item of plain talk between men of power, which is

surely a major point of understanding. Perhaps I did so to cheer myself up. It is very easy to become discouraged if you dwell on the differences. It is not going to be simple to get on with the Russians. As I said before, there will be need of all the wisdom and good nature and generosity that we possess.

Dictatorship and Democracy

Having noted one black mark and one white mark in our relations with the Russians, let me try to make clear a grey area of confusion which was very marked at San Francisco. The foreign editor of the newspaper for which I work, Mr. Joseph Barnes, defined our basic mistake with respect to Russia as follows: "It is the assumption that a man named Stalin does it all with mirrors. This simply isn't true." As he saw the picture—and he has lived much in Moscow—there are at least four pressure groups in Russia whose influence could be sensed half-way around the world. One is the Red Army, with its faith in frontiers and guns rather than in security on paper—and incidentally, its powerful young marshals to voice those sentiments. Another is the series of border republics—notably the Ukraine and White Russia—which are part of an experiment in federalism, totally unlike our federalism but still possessing separate cultures and outlooks. A third is the Soviet police system, the product of an entire generation of revolution and counter revolution. Finally, as Mr. Molotov made plain at San Francisco, there is a group of leaders within the Soviet Communist party who are so convinced of the hostility of the outside world that they would prefer to go it alone. Marshal Stalin belongs unmistakably with the other group who would like to work with the western world. But none of his diplomats who know us and our way of doing business were sent to San Francisco. I am not writing down Mr. Molotov. He made a profound impression at the Conference—of power and confi-

dence, and skill in running a press conference in the American style. The point I would make is that Stalin is not as omnipotent as we conceive him to be; I suspect that every dictator spends more time worrying about rivals and political discontents than does an American President.

The result of these rivalries and disagreements within the Communist party of Russia was confusion at San Francisco. The delegates seemed very unsure of what they were there to do. They were, in the phrase of Joseph Barnes, "playing by ear." Their government had abandoned world revolution, at least publicly. They were sent to help form a world organization—provided there was no interference with the future of their young, great and growing empire. But they had no blueprints to go by and they were fully as bewildered by our diplomats as we were by theirs.

The Conference achieved its true goal in constructing the framework of a world order. But every day saw a deterioration of understanding among the great powers. Only when President Truman took charge and sent his personal representatives to London and to Moscow was there improvement. At that point we recovered our independence of action, we ceased to be the tail to Great Britain's kite and resumed our effort to co-operate with Russia in the creation of a world order.

Bonds of Understanding

What has become unmistakable is the fact that Americans are the one people who are close enough to the Russians—in character, in outlook, in basic problems—to achieve a solid friendship with them.

This is no new or romantic invention. It is a part of history. From the birth of the American Republic, the two nations have had bonds of understanding. I have spoken of their sense of humor. Their character shares with ours a sense of spaciousness. Today

more than ever, as they progress eastward across their great frontiers, their development parallels our own frontier days. Their swift advance into industrialism brings another factor of resemblance.

Americans could and should do much more than they are doing to comprehend the Soviet republics. There is here an especial opportunity for your generation—to learn the Russian language, to make yourself expert, by study and by contact, in the facts of Slavonic institutions.

There can be no question of the power of Russia. The fate of the world depends upon her decisions, equally with those of the United States. I count it a fortunate chance for the world that these two great peoples hold such possibilities of friendship. I speak for no pretense of understanding where none exists. I urge only straight talk between strong peoples who by nature and experience have much in common and who for generations have liked each other. General Eisenhower was speaking of the future in general terms in New York. But every word that he said applies with accuracy to the Russian problem. He said: "Weakness cannot co-operate with anything. Only strength can co-operate. If we are going to live the years of peace to which this weary world is entitled and which we passionately want for our children, then we must be strong and we must be ready to co-operate in the spirit of true tolerance and forbearance." Some who listened to the General elected to hear only the word "strength." Others heard only "co-operate." He, in fact, used both. That is the right formula.

Such is my report on the San Francisco Conference. There was every reason for holding it on the shores of the Pacific. No one could visit that great city, with the Golden Gate opening on a global world, without taking inspiration from its spirit. We have no city that lives in closer touch with Old World civilization. Yet its courage, its buoyancy,

its readiness for whatever comes, date from the best of frontier tradition.

Efforts to secure peace are as old as the hills, and have always failed, the cynics say. Let it be agreed that the Conference is attempting to organize a long and difficult labor. But surely no visitor who has crossed our continent—whether in days, by a streamlined train, or in hours, by multi-motored plane—could miss the task which the pioneers faced and conquered. The very speed of the trip today only accentuates the appalling arduousness, the unpredictable perils, of the task achieved by the men and women of the covered wagon. The inventive turn of mind, quick to find expedients; the strength, the dauntlessness of those first settlers made San Francisco the beautiful and stirring city that it is today. What cynic could stand up against such resourcefulness?

Our Western civilization, starting in the ancient rivers of the Near East, spread around the Mediterranean, encircled the Atlantic and finally crossed America to this spot. There it opens upon another great ocean and looks to the Orient. It has frequently been remarked that the American frontier has now vanished, and that, with the disappearance, the vigor of the pioneering spirit has faded. But those masterful traits plainly endure in our Far West. Where better could the nations undertake their new task of pioneering?

Strong and Skilful Men

Gentlemen of the class of 1945, I envy your generation the opportunity which is yours. I have been talking of principles and policies. But none of these exist save as there are strong and skilful men to apply them. In my college days there were few careers worth bothering about outside our national boundaries. Today the best of chances are for those with the spirit to pursue them overseas. Our Army and Navy will never again be allowed to sink into inconsequence. American airplanes lead the world today in mechanical equipment, in fly-

ing personnel, in the vision of their operators. Our shipping will remain a powerful factor in our foreign trade. Last but not least, stands our foreign service. The task of reformation there is a heavy one, as the record of San Francisco demonstrates. But you can help as citizens in that remaking; and I hope that there are some here present today who will turn their careers in that direction. You cannot all be Clark Kerrs. But if you have a talent for language and an interest in men and places, there is surely no larger opportunity for a life job. Therein you can serve alike your own country and the cause of world unity.

Seeing the interest which might be awakened by the appeal of this article and wishing to give our members as much information as possible, our staff did some research to discover what further information could be found in this field and obtained the following results:

- (a) There is an organization in Washington, "The Foreign Service Educational Foundation," designed to give special training to men and women planning to make their way in foreign fields. The Institution has two parts:—
 1. The School of Advanced International Studies, which will give regular post-graduate credits; and
 2. The Foreign Service Training Center, which will give immediate practical training to men going abroad.
- (b) Schools which list courses in this field are Harvard University, Tufts College, Fletcher School of Law and Diplomacy. Columbia University announces a "Program of International Studies." Georgetown University has a School of Foreign Service.

It is possible and probable that many of our large colleges and universities offer courses along these lines. Information can probably be secured from the director of admissions.

if You Can Qualify



A sound, lasting career in life underwriting with this company will be offered to a select group of 1945-46 college graduates who can qualify. Besides high scholastic standing, leadership and perseverance are necessary qualities of the modern life underwriters.

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FORT WAYNE

INDIANA

EDUCATION—an Investment in People

The need for a much closer working relationship between business and educators in planning for the public education of the future is being seen more clearly every day. The National Chamber of Commerce's Committee on Education upon seeing this need prepared a study which gives charts and graphs of research done by their department. They were kind enough to then allow our editorial staff to rewrite and condense this material for our readers.

Education and the Citizen

EDUCATION has, or must have if it is to serve its purpose, two great values—both necessary to American progress. From the standpoint of the individual, it equips him with the necessary critical ability which will give him greater satisfaction in the pursuit of the world's biggest business, the business of living, by preparing him for an occupation by which he can earn his livelihood, thereby making him a satisfied individual and a credit to his community. And from the standpoint of public investment, it has the responsibility of serving an expanding economy by progressively upgrading the productive skills and management aptitudes of the American people. Both these functions are of vital concern to American business.

Obviously business men have an interest in public education—first as the fathers of sons and daughters who are to be educated; and second as heads of business enterprises that have a stake both coming and going.

If education is anything at all, it is an instrument for preparing young people to fit themselves most productively and happily into the life of the community. Public education as a matter of history, and perhaps as a matter of wisdom has been locally controlled. It should continue to be so, in the interest of gearing education to community needs. If that is to be accomplished successfully, it can be done more readily through the cooperation of business men with educational authorities. Our hope is to help in the development of a broad general plan of purposeful education to meet the expanding and changing needs of both the individual and the nation.

The Educator and the Business Man

One bar to intelligent cooperation between educators and business men has been a lack of understanding, each of the needs of the other. There has been too much disposition on the part of business men to look on educators as impractical theorists who don't know the value of the dollar; and on the part of educators to regard business men as a bunch of penny-pinching skinflints who are interested not in the skill of their employees but in the quantity of work that they do. The way to clear up such misunderstandings as these, is to get together and talk things over.

Perhaps one of the reasons for a lack of understanding and cooperation has been the failure of education to take into consideration the fact that by the very essence of his being the business man or industrialist must consider everything that relates to his business as it also relates to economy and economic expansion. He knows that a lower economic level is not good for business, for the welfare of the community, or for the educational standards.

The Association of School and College Placement having long seen the need for a common meeting ground between business and education, has tried to provide a medium for the exchange of ideas between these groups through this Journal.

Education, as an essential instrument in the expansion of our dynamic economy, is a direct challenge to our American business men. Business must determine if its sponsorship of expanded education as a means of economic improvement will answer the maximum demands of the people for a fuller participation

in the larger life that the American scene promises in the postwar era.

Levels of Education

In comparing the relationship between the economic status and the educational level of the people, one often finds that rather than one reflecting the other they seem to run hand in hand. However, on the basis of available facts, the Chamber of Commerce finds that regardless of the abundance of natural resources, there is evidence that the areas of economic well-being reflect a high level of education. It is obvious that where there is more money to be spent, more of it will be spent on education. Then, in turn, the more educated the people are, especially the employees of any business, the greater their skill, the higher the quality of the business man's work will be and the more he can demand for it, thus raising the economic level of his own business, enabling him to pay higher salaries to his employees who can in turn use the money on education, thereby completing the cycle.

Income and Education

Another of the theses proved by the investigation is that such factors as the income of the people, the level of per capita retail sales, rent paid for homes, the purchase of literature as indicated by magazine circulation, and possession of modern conveniences, reflect a measure of material well-being in ratio to the level of education. The Chamber of Commerce also found that mere technical education is not enough. Cultural education must accompany technical training to develop the appetites of the people for a better living that can come from the use of the products of American industry and agriculture. It would seem to follow, therefore, that while the business man wants his employees well trained in their own particular vocational field, he also realizes that they must balance their technical

knowledge with some of the cultural background that makes anyone more interesting.

Magazine circulation, a recognized measure of educational level, reveals not only the areas of educational deficiency, but areas in which market and business opportunity are consequently restricted. Thirty-two states hold the same group positions in both level of education and circulation of eighteen nationally advertised magazines. Thirty-one states hold the same group positions in both level of education and the number of telephones in use per thousand population. Telephone service may be looked upon as a measure of the standard of living as well as an index of business opportunities. Even outside the centers of great business concentration, a higher per capita usage in areas of higher educational levels is found.

Another indication that higher standards of living encourage better education may be seen in the requirements for teaching positions and the salary paid these teachers. The larger average salaries are paid in states in which the greater number of the people live in large and medium-sized cities. Of course, lower living costs in smaller communities account for some of the variation but despite differences due to living costs, it appears unlikely that an equal quality of teaching can be provided at the extremes of compensation which are offered. Professional training is a recognized measure of quality of teaching and many of the states which fall into the lower income per capita bracket do not even require a complete college education for their teachers.

Equality of Education

Education and business should plan together for a better standard of living that can come from the increased use of the products of American industry and agriculture. Since retail sales and education are shown to rise together, cannot the consumptive capacity of your people be raised by the right kind of

education. In order to get this equality of education, state laws should be considered and equalized. In most states attendance is not required beyond the 16th year. A few states require up to the 18th year, and four require attendance only to the 14th year. The quality of education is not the same in all areas. Education programs must be made to apply more directly to the needs of the people.

Plain Facts

According to charts prepared from surveys made, the following conclusions were reached:

(1) *Adult Education Levels*

60% of our population over 25 years of age have only 8th grade education or less. 14% have had less than 5 years. 29% are only high school graduates, and 10% have gone to college or beyond.

To show extremes, in Louisiana and South Carolina, 35% have had less than 5 years schooling. In Iowa only 4% and in Idaho and Oregon, only 5% have had less than 5 years.

Educational levels and requirements vary greatly among the states.

(2) *School Enrollments*

80% of young people between the ages of 5 and 19 were enrolled in public and private elementary and secondary schools in 1940. Enrollments increased from 69% in 1910 to 80% in 1940. Most spectacular is the growth in per cent enrolled in public high schools. Enrollment and attendance should not be confused.

Average attendance, 1940.

Washington	Mississippi
Utah	152 days
Nevada	Arkansas
Alabama	123 days

Some of the variation between states in high school enrollments is due to differences in their attendance requirements. In most states attendance is not required

beyond the 16th year. A few states require up to the 18th year, and four only to the 14th year. Nearly 2,000,000 young people, or 8% of youth within limits of compulsory school attendance laws, are not attending school. Freedom within democratic procedure is dependent upon enlightenment of all our people. Therefore, it would appear worthwhile for states to look at the enforcement of their compulsory school attendance laws.

(3) *Sources of Financial Support and Teacher Salaries*

In the four most highly urbanized states there is a range in average salaries from \$1800 to \$2600, and a range from \$559 to \$1170 in eight states that have the largest rural sections.

Despite differences due to living costs, it appears unlikely that an equal quality of teaching can be provided at these extremes of compensation.

In the source of income for schools, local support predominates in the more populous areas of the North and West. The southern states rely more heavily on state and county funds. To provide more equal opportunity for all, state support is increasing.

All reports show that interest and effort in adequate education are not lacking in states relatively low in income and expenditures. Lower economic ability may be the principal cause of their failure to reach educational attainment but it should be remembered that lower per capita income in turn is directly related to the ration of children of school age to the adult population.

A Partnership

You will agree, we think, that our educational pattern is under sharp scrutiny today, by both educators and laymen. Business and

industry want to help, working cooperatively with educational leaders, in forging an educational system that will meet the needs of American life. Their approach is not made from the economic point of view, in the narrowest sense, but rather from the standpoint of what is best for the whole economy, including its social aspects. Feeling that every community must best know its own needs, the National Chamber of Commerce, through its Committee on Education, is working to bring together in the local communities the edu-

cators and the business men to discuss the basic problems of education. The head of this committee is Thomas C. Boushall, a man who is almost devoutly convinced not only of the important role of education, but of the need for better understanding between business men and educators. Our approach to the question is not what is it costing us, but is it doing the job? And what, in the first place, is the job? This is the challenge to all communities! Let's find out what needs to be done—and do it together!



FEDERAL OPPORTUNITIES IN ADMINISTRATION AND MANAGEMENT

THE Civil Service Commission has announced opportunities in the following fields: administration, personnel management, budget administration, administrative analysis, and information. Most positions to be filled from the examinations are in Washington, D. C., with only a few in other parts of the country and abroad.

Administrative and Executive Officers (\$5,228 to \$8,628 a year) are wanted to assist in the direction of various government activities, including the disposal of surplus property and the renegotiation of contracts.

Position Classifiers, Placement Officers, and Personnel Assistants (\$3,163 to \$6,228 a year) are needed for jobs in the personnel management programs of federal agencies.

Budget Officers and Budget Analysts (\$3,163 to \$7,128 a year): Persons with experience in the fields of budget administration or administrative analysis are invited to apply for these positions.

Director of Information and Information Specialist (\$3,163 to \$7,128 a year): Experience in one of the following fields of information is required: (1) press and publications; (2) visual presentation; (3) radio; or (4) advertising.

Most vacancies to be filled in all fields are in the lower-salaried positions. No written test is required, and there are no age limits. Persons now using their highest skills in war work should not apply. Federal appointments are made in accordance with WMC policies and employment stabilization programs.

Ask at any first- or second-class post office for copies of announcements 353, 354, 356 and 357, and application Form 57. Applications must be filed with the Civil Service Commission, Washington 25, D. C.



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the "flight," sets up various dangerous conditions, coordinates the crew's reactions.

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THE VETERAN RETURNS—A MAN, NOT A PROBLEM



DR. THEODORE A. DISTLER, *President, Franklin and Marshall College, Lancaster, Pa.*

The sudden tide of events which left us hardly recovered from the shock of being through with one war to being in a world devoid of military conflict finds many of us in a turmoil. Luckily our colleges and universities had begun to prepare for the return of the discharged veteran. Knowing that many schools might wonder how the question is being handled elsewhere, we asked our Vice-President to prepare the following article.

Dr. Distler, a native of Brooklyn, New York, attended Brown University and later received his B.S. and M.A. degrees from New York University. He was a member of the faculty at New York University as instructor in public speaking, and served as Director of Admissions and Personnel Administration from 1929 to 1934, at which time he became Dean of Lafayette College. In 1941 he was appointed as President of Franklin and Marshall College, which position he still holds.

The Veteran on the Small College Campus

A WEALTH of material is being written in pamphlets, books, magazines, newspapers, and elsewhere about G.I. Joe and his return to civilian life. The college and university campuses of the country are doing their full share in adding to the flood of material on the subject. Their contributions range from very simple four-page leaflets to elaborately illustrated brochures. Some of them set forth in great detail the marvelous provisions which have already been made to welcome the veteran back to the campus and facilitate his adjustment to civilian and academic life. The veteran, it is already plain, will have at his disposal perfectly staggering amounts of sympathetic and expert counseling on every conceivable subject, from his study habits to his marital life. There is certainly little danger that G.I. Joe will be at a loss for advice and guidance when he returns to college.

New Obligations

As the president of a small college for men,

I am, of course, vitally interested in this subject. The chief problem confronting colleges of the kind with which I am associated is that of receiving the returned veteran and making college life as fruitful to him as possible. But I wonder how far we need go in providing special counselling and in readjusting our educational policies. Our college has excellent health and recreational facilities, it has always had normal counselling facilities, and the men on the faculty and in the administration are genuinely interested in young men. What, then, remains for us to do? What new obligations have we to the returned service man?

The Veteran Wants

One of my real privileges in these trying days has been that of corresponding with some 1800 young men who have left college since 1941 to enter the armed forces. I send them an 18 or 20-page printed letter every two months, and in the intervals between newsletters I reply individually to their letters to me. From time to time, both in the news-

letter and in my personal letters, I ask them questions. Most of them entered the service with their collegiate education still uncompleted; and most of them, I find, plan to return to take their bachelor's degree. They are, then fairly representative of one of the two large groups of students we will have on our campuses when the war ends. After two or more years of this correspondence I am more and more convinced that what these men want and need is not an elaborate system of counselling, as if they were all expected to be psychoneurotic cases, but rather the opportunity to continue their education in friendly and wholesome surroundings—the surroundings which they knew so well before they left

for the war and which always figure so prominently and poignantly in their dreams of home and peace. The closer the "old college" resembles the one they knew, the happier they will be.

Discussion—Not Regimentation

Their desires for counselling go only so far as the expectation that their own professors will want to sit down with them and talk over, as informally and expansively as need be, their own personal problems, especially as they pertain to education. They decidedly do not want adjustments to be made for them. Nor do they want to be tied down to rules and regulations designed for a totally different age



FACULTY MEMBERS, SUCH AS MR. J. SCHOBER BARR, OF FRANKLIN AND MARSHALL COLLEGE, SHOW GENUINE INTEREST IN THE PROBLEMS OF THE RETURNING SERVICEMAN

group; they want to exercise their free choice as to how much of the extracurricular life of the college they will participate in. Any attempt to legislate their lives in the way in which colleges necessarily legislate for much more immature students who enter at seventeen, will be resented.

Apart from this feeling that they are free to set their problems and ambitions before their teachers, the returned veterans will wish their college to provide them with nothing more than an opportunity to regain at the earliest possible moment the feeling of being back home—where they belong. It is true that many of them will wish to change their academic goal; the war may have opened their eyes to new professional and vocational opportunities or abilities. Others, but relatively

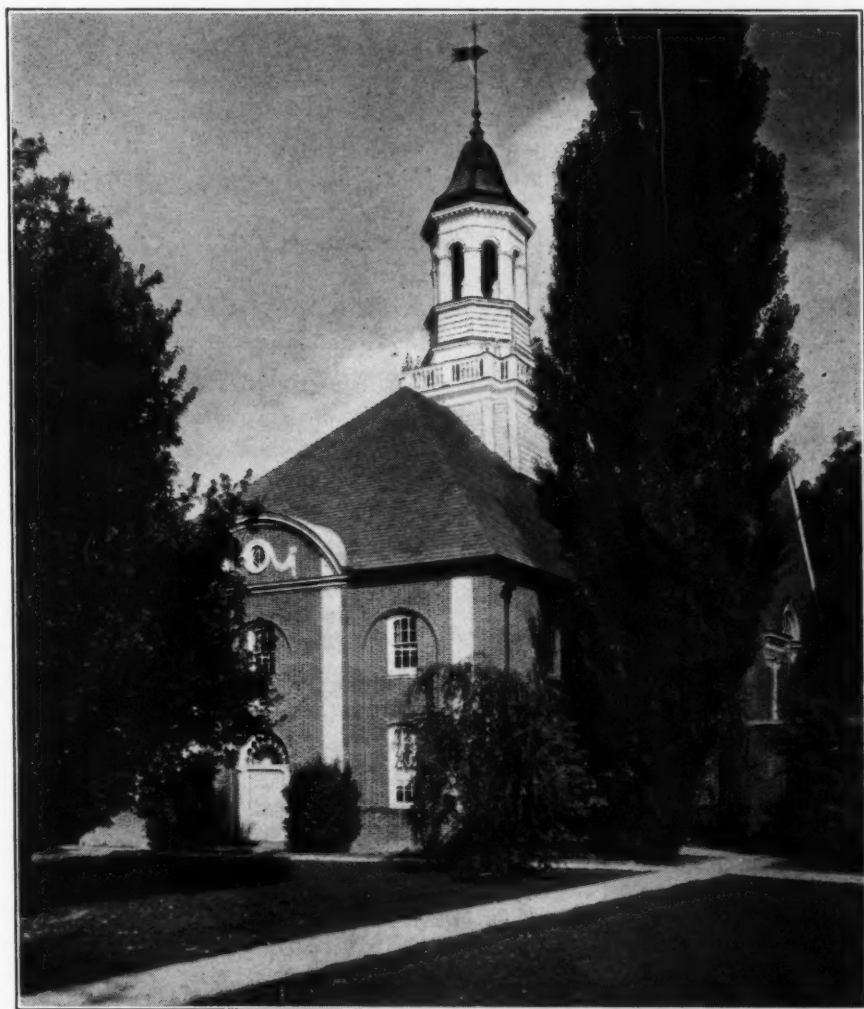
few, I think, will wish to accelerate their program of study so as to make up for some of the time they lost. But these are not serious problems so far as administration is concerned. They will merely represent an increase in the number of instances of changed minds which every college teacher and administrator has been familiar with in normal times.

The New Student

But the veterans who are returning to the college classroom after a long absence form only one group; another group, one which presents many more problems, is that which is composed of men who have never attended college but who now wish to do so under the provisions of the G. I. Bill of Rights. It seems to me that it would be a most dangerous and deplorable mistake for the colleges to accept without questioning and without investigation every applicant who is legally qualified. It is true that the G. I. Bill of Rights now makes possible what every educator has long advocated and dreamed of—the extension of college training to every young man who wishes it, regardless of his financial condition. In the past, hundreds of thousands of our most promising youths have been barred from higher education for no better reason than that they could not afford it. But on the other hand, the G. I. Bill makes it possible for many young men to attend college who are definitely not college material. They may fulfill the requirements set down in the law, they may be able to present the necessary preparatory credits, and yet at the same time they may be, temperamentally and intellectually, very poor risks for a liberal arts training. I should say, therefore, that every applicant should be thoroughly examined for *aptitude*. This is not merely necessary out of sheer humanity, to prevent the many tragedies of maladjustment that will occur if the college doors are thrown wide open to whoever will enter. The future of collegiate education in this country de-



LIBRARIES SUCH AS THE ONE AT FRANKLIN AND MARSHALL COLLEGE ARE ALL A PART OF THE COLLEGE SCENE



FRIENDLY AND WHOLESOME SURROUNDINGS GIVE THE VETERAN A FEELING OF
"BELONGING"

mands it, because if clear and unquestionable college aptitude is not taken into consideration when we select our new college generations, "going to college" will turn into the worst kind of racket—an easy way to spend a year or two at government expense without working. The whole system of college education will be immeasurably cheapened if we confuse the principle of equality of opportunity according to merit which as education in a democracy we have long striven for, with

equality of ability, which is a myth and a dangerous one.

The Right Way

Colleges should, therefore, make sure that the applicant knows what he wants and that he is able to profit by college life. They should not hesitate to advise poorly qualified candidates for admission that they would be better off in some educational institution offering specialized vocational training, for instance,

or even simply going out and getting a job. There is absolutely no moral obligation for us to waste public money and our private energy upon misfits.

Those entering students who do come up to reasonable standards of aptitude will, however, still present a problem. Even though their adjustment from military to civil life may not require the services of a trained psychiatrist, they will, many of them, have to learn all over again how to study. That is only natural when a young man has been out of high school for several years. There will be other sorts of personality and behavior adjustments to be made. Many enlisted men, for instance, who have been accustomed to the rigid caste system of army or navy life, will have to discover that their teachers are not officers, that they can enter into natural friendly relationships with them, but that, at the same time, they must as students assume the initiative and the responsibilities that as soldiers they have learned to leave to their officers. Others perhaps will find difficulty in shedding the toughness which was drilled into them in preparation for their job of killing. Still others may return with an arrogantly cynical attitude which prevents their learning from the teaching of older and more experienced men.

The Veteran is Conscientious

It remains to be seen what effect combat experience will have upon the returned student.

Charles S. Leopold
Engineer

213 South Broad Street
Philadelphia

Veterans who have endured the dangers and physical hardships of battle may have a greater degree of difficulty in readjusting themselves to academic pursuits than their comrades who have not been in actual conflict. Our experience with the few veterans we have so far had in college shows them to be a conscientious, hard-working lot. Some of them may not be any better than average students, but they do work and they do seem most conscious of the privilege that is theirs.

Whatever predictable and unpredictable difficulties we encounter, we feel confident that the small college offers some distinct advantages to the veteran over the large one. Not to rehearse trite arguments, it is still true that there is less of an air of caste, less of a military hierarchy of rank, in a small college staff than a large one. In Freshman Composition or General Biology, for example, a new student is almost as likely to be taught by a full professor as by an instructor recently out of graduate school. When a student's case requires faculty action, it comes before a meeting in which all his teachers sit. Then, too, if the small college retains fewer deans and other experts in human relations, the professors' offices are not guarded by secretaries, and the president's office is accessible without much protocol. The democratic informality of the small campus should provide the veteran a welcome contrast to the queuing up, the filling in and filing of papers, and the other unpleasant features of bigness he has endured in military life.

The Program of Studies

Finally, I do not anticipate any widespread demand that the liberal arts colleges of the nation change their program of studies to conform to new ideals of education which will be brought back by the veterans. The letters I am constantly receiving from our own students in the forces convince me more and more that



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the kind of training we gave them before they left us is the kind of training by which they can best prepare for full and useful lives, and is the kind of training which they expect us to provide when they return. In the midst of the beastly business of war, they have retained a general sanity of outlook, and while attending to the necessary business at hand, they are far more interested in expending their energies in building a new and better world. And they feel that a liberal arts education remains the best preparation for that job.

Sustenance for Peace

Is it too unreasonable to suppose that the liberal education, which is dynamic and not static, and which has made it possible for them to achieve in the carnal business of war, will not also be able to provide for them the

sustenance for peaceful living. Yes, we have interrupted the normal course of events for them, we have dislocated their personal lives and we have a heavy responsibility to provide for their future. We have already made provisions in part payment for the sacrifice we have asked of them. Let us continue to see that they are honestly rehabilitated. Let us provide opportunities for jobs, opportunities for education, but let us not cause further dislocation by training them like anything less than the men which they have proved themselves to be. Let us meet them as intelligent young men. Let us provide them a friendly atmosphere in which they can work and live and have their being and let them in good time, with a minimum of help from us, make their own adjustments.



*"We must know what the world needs first, then invest ourselves
to supply that demand + and success is almost certain!"*

DR. RUSSELL H. CONWELL

*T*hese words of Temple University's Founder answer fully today's most urgent personal question, "What shall I do with my life?" They crystallize, also, the constant aim of the University itself—to supply the education that is most needed—to those who need it most!

TEMPLE UNIVERSITY

PHILADELPHIA

THE USE OF PSYCHOLOGICAL TESTS BY INDUSTRIES IN THE PHILADELPHIA AREA*

DR. MORRIS S. VITELES and DR. ALBERT S. THOMPSON

University of Pennsylvania

Dr. Viteles, a graduate of the University of Pennsylvania, is a member of the Department of Psychology of the University with the rank of professor. Since 1929 he has been director of personnel research and training, Philadelphia Electric Company, where he is responsible for the development of improved methods of selecting and training personnel. He has also served as consultant for the Yellow Cab Company, Philadelphia, and for other industrial organizations.

Dr. Viteles is president of the Pennsylvania Association of Clinical Psychologists, a member of the Executive Committee of the International Psycho-technical Society, and honorary correspondent of the National Institute of Industrial Psychology of Great Britain. His memberships also include the American Psychological Association, the American Association for the Advancement of Science, the American Management Association, the Personnel Research Federation, and Sigma Xi. He is author of "Industrial Psychology," "The Science of Work," "Vocational Guidance Throughout the World," and many articles dealing with the application of psychology in hiring and training personnel and other aspects of industrial relations.

During recent years, Dr. Viteles has been directing important research in connection with the war effort, serving as consultant to the Training Within Industry Section, War Manpower Commission, chairman of the National Research Committee on Selection and Training of Aircraft Pilots of the National Research Council, member of the Applied Psychology Panel of the National Defense Research Committee, as well as a consultant to other units of the National Defense Research Committee. His work in the war effort has involved the development of selection and training programs for a large number of military activities.

DR. ALBERT S. THOMPSON

As instructor in the Department of Psychology of the University of Pennsylvania since 1937, Dr. Albert S. Thompson has worked closely with Dr. Viteles in instruction and research in the field of applied psychology, particularly in vocational guidance and industrial selection. Since 1940 he has been taking part in the research program of the National Research Council Committee on Selection and Training of Aircraft Pilots, as research investigator in the measurement of pilot skill and as editorial assistant in the preparation of committee reports.

During September, 1945, Dr. Thompson was transferred to Vanderbilt University, Nashville, Tennessee, where he will be Associate Professor of Psychology and Vocational Counselor. In the latter capacity he will be responsible for setting up a program for vocational counseling of returned veterans and university students.

The following study on the use of tests in industry interested us from the time that we discovered that it was being prepared.

A QUESTIONNAIRE survey was conducted in February 1945 to determine the extent to which psychological tests are being used in the selection of employees by firms in the Philadelphia area. This questionnaire, dealing with the nature, size, and administrative aspects of selection testing, was sent to 93 firms, representing those holding membership in the Industrial Relations Association of Philadelphia. Returns were received from 64

firms, representing 68.8 percent of the total number surveyed.

An analysis of the results, presented in the tables below, leads to the following conclusions:

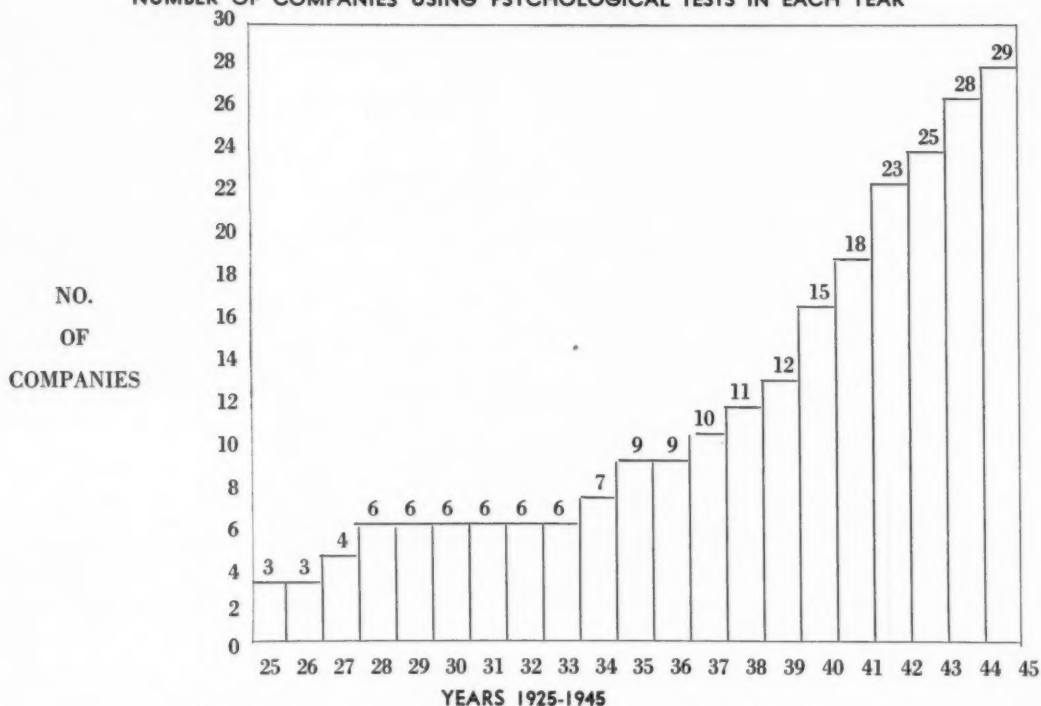
1. Of the 64 firms furnishing information, 29, or 45%, are currently making use of psychological tests.
2. The use of tests has been extended as a result of the war, since approximately 60% of the companies using tests initiated the testing program subsequent to



DR. MORRIS S. VITELES

* Acknowledgment is made to Miss Shirley Clemens and Miss Irene Quinlan, who participated in the conduct of the survey as students in a field work course in Industrial Psychology at the University of Pennsylvania.

Table 1
NUMBER OF COMPANIES USING PSYCHOLOGICAL TESTS IN EACH YEAR



January, 1940. Table 1 shows the growth in the number of companies using tests since 1925.

3. *Psychological testing programs are more characteristic of larger than of smaller companies.* As shown in Table 2, 12 of the 20 largest companies responding (3000 or more employees) use tests while only 8 of the 25 smaller companies (fewer than 1000 employees) have a testing program.

Table 2

TOTAL NUMBER OF EMPLOYEES			
No. of Employees	Using Tests	Not Using Tests	Total
5000 or more	7	4	11
4000-4999	0	1	1
3000-3999	5	3	8
2000-2999	4	6	10
1000-1999	5	4	9
500- 999	3	7	10
Fewer than 500.....	5	10	15
	29	35	64

4. *Of the types of industries represented in the survey, utilities and life insurance and banking companies make most frequent use of a psychological testing program.* As shown in Table 3, 5 of the 6 utilities and 3 of the 6 insurance and banking companies reporting use tests in the selection of employees.

Table 3

TYPE OF INDUSTRY			
Type	Using Tests	Not Using Tests	Total
Manufacturing	20	28	48
Utilities (including transportation)	5	1	6
Insurance and Banking	3	3	6
Merchandising and Sales	1	3	4
	29	35	64

5. *There is wide variation among companies as to the scope of the testing program in terms of number of individuals tested per year.* As shown in Table 4, 5 of the

29 companies test less than 100 while 2 companies test over 5000 individuals. Approximately 60% of the testing programs, however, involve testing fewer than 1000 individuals per year.

Table 4

NUMBER OF INDIVIDUALS TESTED PER YEAR

No. Tested	No. of Companies
5000 or more.....	2
4000-4999	1
3000-3999	1
2000-2999	3
1000-1999	4
500- 999	5
100- 499	8
Less than 100.....	5
Total.....	29

6. The questionnaire provided an opportunity for the respondents to indicate the types of jobs included in the testing program and the types of tests used for each type of job. Table 5 presents a summary

of this information, the entries indicating the number of companies using a particular type of test for a particular type of job. For example, 19 of the 29 companies with testing programs used general intelligence tests in selecting clerks. Inspection of Table 5 suggests the following as to the nature of the testing programs:

- a. *Psychological tests are finding their major application by these firms in the selection of clerical personnel although there is also considerable use of tests in production and maintenance jobs, including apprenticeships.*
- b. *Test programs involve chiefly the use of tests of general intelligence and of special abilities. In addition, trade or achievement tests and personality inventories are used to some extent. There is essentially little use of inter-*

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Table 5—Types of Tests Used

Number of Companies Using Tests.....	29	General Types of Tests Used	
Number of Companies Not Using Tests.....	35	Performance Tests.....	20
Total.....	64	Paper and Pencil Tests.....	23
		Individual Tests.....	21
		Group Tests.....	13

(Entries indicate numbers of companies using type of test)

TYPES OF TESTS GIVEN

Types of Jobs Tested	General Intelligence	Special Abilities	Trade or Achievement	Personality or Adjustment Inventories	Interest Inventories	Others
Clerical { Clerks	19	13	6	4	2	4
Typists	20	18	13	4	2	1
Stenographers	21	17	13	5	2	0
Supervisors	12	5	3	8	5	0
Others	11	7	3	2	4	0
Production { Foremen	7	4	2	7	4	0
Inspectors	6	6	3	4	0	0
Skilled	8	7	6	6	1	0
Semi-skilled	10	6	4	4	1	0
Unskilled	8	3	2	1	0	0
Others	3	2	1	0	0	0
Sales { Sales Clerks	4	2	2	4	2	0
Salesmen	6	3	1	7	4	0
Supervisors	4	1	0	3	2	0
Others	1	0	0	1	1	0
Apprentices	15	15	13	9	9	0
Maintenance and Service	14	7	8	6	0	0
Others (including drivers)	10	13	11	2	1	0

est inventories and of other kinds of tests.

c. The tests used are mainly given as individual tests and include both paper and pencil and performance tests.

7. Each firm was asked to indicate the position of the individual in charge of the testing program. In practically all instances, the program was found to be under the general direction of the Personnel or Employment Manager. From Table 6 it may be seen that the number of individuals employed in most of the testing programs was from 1 to 3. In only 3 instances is the number as high as 5.* The findings show wide difference in training and background among those to whom the direct responsibility and administering of test results is assigned.

* Accurate comparisons are made difficult by the fact that in some companies employees devote full time to this work while in others the testing program is assigned to individuals as a part time responsibility.

Table 6
NUMBER EMPLOYED IN TESTING PROGRAM
(FULL TIME OR PART TIME)

No. Testing	No. of Companies
5 or more.....	3
4.....	1
3.....	5
2.....	4
1.....	11
Varies.....	5
	29

While the survey probably does not give a complete picture of the extent to which psychological testing is used in selecting workers in the Philadelphia area, the data are nevertheless significant in showing the scope of this activity. Of additional interest is the fact that two firms reported having used tests in the past, but that the recent labor market, making it necessary to accept practically every applicant, resulted in a discontinuance of the testing program. It is also of interest to note that four firms not now using tests are contemplating the establishment of a testing program in the near future.



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WHO SHOULD GO TO COLLEGE?



ROBERT LIVINGSTON JOHNSON, *President, Temple University*

The author, a native of New York City, is a graduate of Yale University. In 1941, he received his LL.D. from the University of Pennsylvania. Dr. Johnson's experience as Vice-President of Tiem, Inc., Director of Armstrong Cork Company, Girard Trust Company and Penn Mutual Life Insurance Company led to his appointment as President of Temple University in 1941. He served as a Lieutenant in the 7th Field Artillery in World War I.

Now, more than ever, the question of who shall go to college bears on the minds of educators. At first glance the issue seems to solve itself, but financial ability is not the only factor, and who can say that one student is mentally capable of making the grade where another is not. These issues and many more are brought into the open by Dr. Johnson in his article. We hope that it will cause every educator to consider more than mere past performance when he decides "Who Should Go to College?"

ASKING a college president who should go to college is like asking a farmer what crops he ought to raise. The latter's answer is likely to depend on the size of his farm and on its geographic location. Likewise, the reply of the college administrator may reflect the geographic environment and size of his own institution as well as the philosophic climate from which he himself has emerged.

If you direct your question to enough farmers in enough regions, their answers will point to only one conclusion: Everything should be raised that will grow and that can be marketed profitably. Putting together the answers from all the college presidents will probably lead to a similar conclusion: *Everybody should go to college who can learn and whose training will profit society.*

You may have heard the story of the farmer who was standing by his gate-post one day when a stranger came along the road.

"How's your cotton?" called the stranger by way of being pleasant.

"Didn't plant cotton this year," replied the farmer. "I was afraid the boll weevils would get it."

"How's your corn?" asked the stranger.

"Didn't plant corn this year. Thought the summer might be too dry for corn."

"Then how are your potatoes?" pressed the stranger.

"Didn't plant potatoes this year. I was afraid of the potato bugs."

"Well, what did you plant?" asked the puzzled stranger.

"Didn't plant anything," answered the farmer. "Thought I'd just play safe."

A Matter of Policy

Many of the finest educational institutions in America remind one of this farmer in respect to their policy on what kind of intellectual crops they are going to raise. True, I know of none that rejects all applicants in order to safeguard against failure, but doing that would be nothing more than a logical extension of highly restricted selection.

It is a fact that when facilities are limited, restrictions of some kind must be invoked. Nevertheless in a democratic society, the responsibility for post-high school education of millions of boys and girls, including many who are less well-assured academic risks, is of primary importance. We must have in such a society educators and educational institutions who have the daring to accept that responsibility. I say "daring" because the trails they follow may never have been charted by methodology or worn smooth by tradition. They may even have to topple over the idols of those who worship standards instead of the goals toward which standards are supposed to lead.

In this matter of admissions, for instance, we have a multitude of standards, indicating at once the wide divergence of opinion on this question of who shall go to college. Some educators use elaborate systems of testing as a means of predicting success in college. Let us assume that these systems will measure accurately the *ability* to achieve. What then? Members of my faculty have told me of students who demonstrate the *capacity* for scholarship although they seem to lack that elusive factor described as *will* or *desire* without which their capabilities will never be realized. The spark of interest has never been touched off to set them afire. On the other hand, there may be students of much lower capacity who are dominated by a purpose that gives them energy and initiative and whose minds have that tough fibre that makes for sustained performance. The result is that long after some of the more brilliant have wearied in the

chase, these scholastic tortoises persevere to excel, yet the qualities that made that possible do not yield easily to measurement. Who, then, after all, shall enter into the kingdom? That is the problem for our academic St. Peters who preside over our admissions.

Past Performance

Many would make high school performance the criterion. That is the test by which we judge almost everything else in life. The head of a business appoints a man to an important position on the basis of past performance. A candidate for public office usually appeals to the voters on his record of performance. Even in a horse race, those who lay wagers are guided by the past performances of the horses.

The trouble with predicting college success on high school performance is the unreliability of performance unless it is coupled with maturity. It was Samuel Johnson who classed

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the promises of youth with "whispers of fancy" and "phantoms of hope." I do not share the pessimism which that implies, but I think we may be deceived either by precocious flashes of inspiration or the slowness with which youthful talent sometimes unfolds.

High school performance is a straw in the wind, of course. So are measures of intellectual capacity. The truth is, however, we base our administrative decisions too often on something that is far less than a total picture of abilities, aptitudes, character, and potentialities.

College administrators speak of how many hundreds of applications for admission they have rejected. Faculty members refer to the high proportion of a class they have failed and sent home. Perhaps I imagine it, but occasionally there is a faint tone of pride in these statements.

In education for a democratic order, both statements are indicative more of failure than of achievement. We are not answering adequately the question of who shall go to college when we frame an arbitrary definition of capability and close our doors to the boys and girls who do not fit the definition. The real question is not *who* is capable, but of *what* is each youth capable. He has certain powers. What training can we give that will reveal these capacities both to him and to us and cause him to use those capacities as close to their limit as we can humanly expect? Aldous Huxley has said that the future of education will be based on psychological realism. What he meant was that we must give different kinds of education for different kinds of people. For a long time we have been cutting our intellectual cloth to fit educational fashion. Now we are running up against the fact that human nature, so vast and varied in her contours, can never be slimmed down to such a narrow pattern. We must build educational programs to fit human nature. Every other social institution has evolved along this

line, and education cannot escape if she would.

This means custom-made education. Like custom-made clothing, custom-made education will be more expensive, but we can afford to have it better than we can afford not to have it.

The Losses of War

I read a statement the other day that revealed in alarming fashion the rate at which our natural resources are being depleted by the war. Copper reserves are estimated as enough to last us only ten years more. Iron ore is being mined out at a rate of 100 million tons a year. Timber stands along the Columbia River are disappearing. This is a serious matter, but its significance for me dwindled in comparison with that of the release by the War and Navy Departments saying that total American casualties since Pearl Harbor have exceeded 1,000,000 men.

I have a feeling that somehow the technological genius of our people will find a solution to the problem of natural resources, but for losses of the human spirit no substitutions or replacements are possible. A country's real wealth is its human resources, and the most precious part of those resources is young people. There is always the possibility that we can bring young people to use their abilities to somewhere nearer capacity than we have used ours. That prospect points to the only way we can ever remove the deficit that the war is piling higher month by month. We can't give these young men back to their families, but we can make good in part the contributions they would have made to society by eliminating social waste in other directions.

The Financial Question

In the first place we can see to it that no boy or girl in America is denied higher education because his family does not have the money to pay for it. In the second place we can refrain from saying to any young person, even by implication, "You're no good, our high

standards will not admit you," a verdict which is both untrue and unscientific. Instead we shall set for ourselves the harder task of finding out what every youth is good for and then showing him how he can achieve that potentiality. In other words, pedagogy must be part of the vaster scheme of human engineering. That will be the only way it can justify its cost.

Sometimes educators can learn much by taking observations in fields far removed from the classroom. Last Fall I was greatly impressed, as were others who like good football, by the performance of the powerful teams representing the Army and the Navy. These teams were good, but why shouldn't they have been? They were beautifully coached, of course, but more than that, they had the cream of the crop in human resources. My admiration, therefore, went to those unsung coaches in civilian schools who took whatever 17-year-old freshmen they could find, together with a few older men rejected for physical disability by the armed forces, and fashioned teams that also could play good football.

The Sure Thing

In like manner, I respect the perfection expressed by colleges who accept only sure academic risks from whom they produce imminently successful graduates. In the world of tomorrow, on the other hand, no less acclaim will go to the institutions which are willing to take boys and girls who may be deficient in cultural background, or who may have poor study habits, or who may be as yet unmotivated by any great purpose, but who hold the future of America in their hands as surely as their brothers and sisters whose claims for education beyond high school are more apparent. Our country is dedicated to the philosophy that every normal person, regardless of the background from which he emerges, is capable of understanding. These young people will therefore cast ballots, express opinions, and, by virtue of their numbers, perhaps be-

come the determinants of both social and political policy. That is why we must have educators with the vision and the courage to help them to find themselves and become the socially competent men and women they are capable of being. A political democracy cannot support an educational aristocracy.

This appeal for a broader base for education is not a plea for spoon-feeding the indolent. Educational scientists, however, will be concerned more with removing causes than in denouncing manifestations of ineptness. One does not go to his doctor to be scolded for having the gout. Furthermore, we must be able to face up honestly to the question of whether it is the student who is failing or his instructor. Is this youth really incurable or have we simply failed to pierce the layers of inertia and disinterest that stand in the way of learning?

What Constitutes Scholarship?

Some educators, I know, still believe that scholarship is diluted in proportion to the expansion of the size of student bodies. That involves a definition of scholarship. Are college graduates of today as competent as they were in 1900 when total enrollment was only one-seventh as large as it was at the outbreak of the present war? That is one of those things that nobody can prove either way, but here is my guess—and it is only a guess: in performing a prescribed exercise from one of the older disciplines, such as reading a passage from the *Odyssey* or the *Anabasis*, they would be perhaps less competent; for undertaking living in society and attacking problems of human relationships, they would perhaps be more competent.

What—Not Who

This opens the question that is at the base of this whole problem of who should go to college. That question is: What is the function of a college? We might even simplify it

to this: What is a college? There are many answers to these questions, and most of them are right. Education after the high school cannot be strait-jacketed by a single purpose or a single philosophy. It must be free to change its emphasis as human need shifts. It must be as varied as ambition in the individual.

Some think the function of college is to prepare young people for a career. Educational historians know that this is one of the oldest concepts. Among primitive peoples, all education is concerned with how to make a living. Many of our cultural studies came into the curriculum as tool subjects. The European universities taught Latin as a necessary tool for the young men who wished to enter the professions. Professional and pre-professional training is one of the main purposes of higher education in America. This is as it should be. Livelihood is one of the most important adjuncts of living, and the admitted purpose of college is preparation for living. Those who seek proficiency in a useful occupation may therefore properly look to the college for the necessary preparation. College does not guarantee material success, it doesn't even guarantee a job. It only sets before the individual the opportunity for learning to do something that society needs to have done. If one succeeds in doing it, the return that he expects is security, a return to which every contributing member of society feels he is entitled. This makes education, then, the symbol of security for aspiring youth in every condition of life.

Others look on college as a simple and logical extension of secondary education. The growth of the junior college, together with other trends, has tended to dim lines of distinction between high school and college. Education becomes a continuous process designed to bring students to as high a standard of knowledge and cultural appreciation as possible. If high school education was re-

garded as necessary to democratic living forty years ago, the complex problems of today require further training. Universal secondary education has been pronounced good, almost by common consent. Insofar as college is more of the same, it likewise should be universal and it will also be good.

A third concept represents college as a place where a selected group of young people of high scholastic attainment follow a prescribed course of study culminating in the A.B. degree. Not only is this college, but in America it is the mother of colleges. It has given understanding, philosophy, and faith to our leaders for generations. An educational pattern that strips itself of the spiritual and moral values of history, literature, economics, political science, and philosophy will be the poorer for that. A way of life is as important to technologists as to teachers and preachers. It is as necessary to those of ordinary intellectual attainments as to those who are specially gifted.

The Leader—and the Flock

A shortcoming of the liberal arts program is that it has been reserved too exclusively for leaders. President Wilkins of Oberlin College once attempted to answer the question of who should go to college by saying that every potential leader should go and on one else. But who are the potential leaders? In a society such as ours, it is almost everyone. A class-room teacher, the chief clerk in an office, the president of a local in a trade union are all leaders, and intelligence is needed on every level of leadership. A man may not hold executive office in business or statecraft, but perhaps he has a quiet wisdom that causes his friends and those who live about him to seek his opinion. He, too, is a leader. How many boys and girls are there whose talents are so poor that we can be certain that in their maturity they can never achieve leadership on any level? And even if we could

ascertain that, how about the wisdom of training a few intelligent followers?

Someone has said that a leader is simply a person who takes people in the direction in which they are going anyway. I do not believe that. It is true, however, that leaders ride the tides of social feeling as well as set them in motion. That is why we ought to make sure—as sure as education can—that people will start in the right direction.

There is no doubt about the direction that the American people have been headed educationally since the first compulsory school law was enacted almost 300 years ago. It is toward more education for a greater number of people. That movement has been so relentless and it has been growing so rapidly that it occurs to me it may be a little futile for us to ask ourselves who should go to college. Movements such as that sometimes take things into their own hands. In 1890 many were asking the question, "Who should go to high

school?" Only six percent of our youth of high school age was then enrolled. Whatever the answer, that proportion was multiplied by eleven in less than fifty years. It looks as though the same thing may be happening to the college.

War and the Student

Do you remember the tidal wave of youth that rolled over the academic scene at the close of World War I? The way it drenched our campuses with new student life will be as nothing, I think, compared to what is going to happen when the present conflict is done. Our institution, like others, has taken some samplings to spot the trends. We know what is coming. Young men and women are coming from battle lines and assembly lines. They are coming full-time and part-time. They are coming to complete interrupted courses and start new ones. They are coming to professional schools, to liberal arts colleges, to

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technological institutes. They are coming to urban universities and to schools in rural settings. Higher education all over America will feel the impact.

The question, then, of who should go to college seems not so pertinent as that of who are coming to college and what are we going to do with them. This is a tide that no one can stem. I think no one should want to stem it. These are people who know what they want and who will not be denied. If present facilities are insufficient to accommodate them, we shall have to tear out walls and erect bigger buildings. President Hancher of the University of Iowa has a building program for the post-war years involving ten million dollars. Stanford has started a survey looking to post-war expansion of buildings and equipment. Many other institutions are doing the same.

In other words, with such demands confronting us, education's answer to the question of who should go to college should be: Let them come—let all those come who need training beyond the high school years. We shall try to find for each, within the limits of sound educational practice, the answer that will be adequate for his needs. There is no blue print of the procedure to be followed. The University of Minnesota has done some notable pioneering in one direction. Other

institutions, great and small, have explored in others. We shall each find a solution in the broad frame of our own ideals and the character of the demands confronting us.

By way of assuring the uneasy, let me say that I have nothing to propose that will imperil the soundness of the American dollar or the A.B. degree. You remember the facetious remark of Professor Barrett Wendell, of Harvard, that every American should be given a bachelor's degree at birth. In the same whimsical spirit, I add that in many cases we may assume that the bachelor's degree was conferred at birth and go right on from there. Certainly, we shall be asked to do many things which have no bearing on a degree program. A large proportion of those who come to us will not be seeking credits, honor points, or diplomas. They may come to learn how to do some particular task; they may come to be brought abreast of the most recent developments in their professions; they may want to understand better some aspect of home and family life; they may want background that will enable them to discharge better their social, civic, or political responsibilities.

To these and such others as come to us, I hope we may respond with the spirit of the Hebrew prophet whose call to his people was couched in the simple words: "Everyone that thirsteth, come ye to the waters."



WESTERN MICHIGAN COLLEGE OF EDUCATION has purchased a camp for use in connection with the preparation of prospective teachers and the in-service education of teachers in the field. Selected representatives from each of the teachers colleges in New Jersey and New York will participate in National Camp during its 1945 summer season. The teachers of Wheeling County, West Virginia are meeting the first week-end in May for a camp-conference on outdoor education. The foregoing samples indicate a widespread interest in outdoor education and the preparation of teachers to realize its potentialities.—*The Newsletter.*

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FROM GROUND CREW TO PILOT—WOMEN IN BANKING

MISS ELIZABETH WALLACE, A.B., *Federal Reserve Bank*

Banking has long been an honorable profession, though often an underrated one. The general knowledge of what constitutes a bank employee is generally confined to the President who has a ten to four o'clock job with two hours for lunch, the teller and cashier who sit in the little cages and take your hard-earned money, and the ever-present janitor. Certainly there seems little room for a woman here. We are proud to present the following article by a young woman who has seen the back door side of a bank. A native of Philadelphia, the author received her A.B. from Vassar College in 1943. As an economics major, she decided to go into the research field and has done a very successful job at the Federal Reserve Bank of Philadelphia. We hope that her story may attract other economics majors who are wondering what to do with their education.

UNLIKE Gaul, all bank positions are divided into two types—those which center about the recurring routine functions comprising the banking mechanism proper, and those which comprise more varied tasks designed to lend direction to this mechanism. In writing of opportunities for women in banking, it has been customary to emphasize the virtues of the former type of position, while the attention of young men is generally directed toward the merits of the latter. Fortunately (at least for we women!), this division of bank jobs on the basis of sex is not so scrupulously followed in real life as one might be led to believe. Ninety per cent or more of the jobs offered in banking are of the first variety: those of a strictly clerical nature, and they are by no means filled exclusively by women. On the other hand, women have been infiltrating in increasing numbers into the remaining ten per cent and dissolving the male monopoly on the more interesting jobs. It is these non-clerical opportunities open to women in banking which I propose to publicize.

The Fair Sex

The fair sex, according to statistics, is represented today in every one of the "ten per cent" jobs, ranging from librarian to chairman of the board. Admittedly, while the banking world abounds with female librarians,

there are relatively few Madame Chairmen. Other positions which women frequently fill include: trust officer, cashier, assistant cashier, department manager, investment analyst, loan analyst, statistician, research worker, economist, and translator. Because one does not usually see evidence of these positions in the bank lobby or come in contact with them in the small bank, few people are aware that many of them do exist. But all of them, and more, are to be found in the larger commercial banks or central banking institutions.

The greater responsibility, independence, and opportunity (not to mention the higher salary) which accompany these positions naturally demand more in the way of qualifications. Some specialized training in a field related to the job is usually essential, although a well-rounded, general education plus the ability to learn quickly may suffice. Familiarity with routine bank work, because of the fuller understanding of bank functions which goes with it, is often a prerequisite for the more interesting job. But frequently the job demands a number of abilities whose existence can be determined only by trial.

Research and Statistics

My own job in the Department of Research and Statistics at the Federal Reserve Bank of Philadelphia is a good example of the type of position described above, and hence I shall

brush all modesty aside and use it as illustrative of the foregoing. I discovered it, not through want-ads or job recruiting representatives, but by coming directly to the Bank and asking what they had that I might be able to do. My only qualification, so far as I knew, was a college diploma with a major in economics which emphasized banking. Nevertheless, the Bank was building up its research staff at the time I applied and they decided to take me on probation.

The main purpose of the work of the department is to keep our officers, directors, and member banks informed on economic developments with particular stress on those occur-

ing within the district. Insofar as we succeed in this purpose, we assist the making of enlightened policy decisions which have a direct bearing upon the welfare of the community. The work involves both long-range and short-run projects, the nature of which is largely determined by the research group as a whole. Among the long-range projects is a study of various phases of the economy of our area that progresses from the macroscopic to the microscopic, ending with studies of individual counties. Short-run studies cover the wide field of current events. The fruits of the work of the department are published in a weekly letter to the officers and directors, and



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Think Until it Hurts

Looking back over two years, I realize now that although basic knowledge of economics has been extremely helpful at times I was mistaken in thinking that that was all that was needed for the job. I discovered that a thorough knowledge of where knowledge can be found, the capacity to do research in an organized and scientific manner, a deep respect for accuracy to the nth-degree, a willingness to think until it hurts, and the power to express one's thoughts clearly and simply were more

to be desired than familiarity with business-cycle theory.

Much of the work is done from primary sources, which may be anything from statistics to interviews with bankers and business men and women. However, at times when one does not have a speaking acquaintance with the subject at hand (as for example cast-iron foundries!) one must work from text books upward. Each problem presents a new challenge, but if one can acquire some of the qualities mentioned above the process of solution gradually takes on a pattern and, as a result, is much simplified. In every case the problem belongs completely to the indi-

vidual to whom it has been assigned. He is free to approach it in any way he sees fit. Of course, he may seek the advice of his colleagues but in the end he must accept the responsibility for results.

Under these circumstances, one is constantly acquiring a background for better work in the future. In addition to what one learns from working on a study and from reading the current literature received by the Bank library, the Bank has made it possible for many of its personnel to attend courses related to their work. In my case this has meant courses at the Graduate School of the University of Pennsylvania.

It would be unfair to leave the impression my job is always "sweetness and light." Weeks of dull painstaking clerical work sometimes must precede many projects. Then there are the ever-recurring moments of discouragement and frustration when a seemingly good idea

goes awry after hours of patient work, or when blind alleys loom up when the work must be done. Nevertheless, such setbacks intensify the satisfaction which comes when a piece of research is finally completed.

The Road May Be Rocky

It would also be unfair to intimate that the road is always smooth for women in this type of position. Prejudice still exists on the part of many bankers of the "old school"; and because women are relatively new in such positions they frequently find themselves in situations where a female presence is neither expected nor particularly desired. But as more women enter the banking field and prove their worth in responsible capacities, the road will become increasingly smooth. The door is now open and the opportunities for college-trained women are there—it is up to them to step forward.

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Mr. Arndt, who is President of the advertising agency bearing his name, is a native Philadelphian. He received his B.A. degree from Kenyon College. He served as a salesman with the Hagan Corporation, as an assistant sales manager with the Franklin Sugar Refining Company, and then into advertising with the F. Wallace Armstrong Advertising Agency. His own background and business career probably formed the basis for his philosophy concerning specialized training. In 1924, he formed the John Falkner Arndt and Company, Inc., advertising agency, and since that time "achievement" has been the keynote of Mr. Arndt and those connected with him.

We are very happy to have Mr. Arndt as a new member of our Executive Board and feel certain that his interest in education, guidance and placement will benefit both ourselves and our readers.

A NEW thought has recently been brought to the advertising business by our Mr. John Falkner Arndt, who was elected to the Association Executive Board at the Annual June meeting. We are introducing Mr. Arndt to you by presenting the following, taken from one of the recent issues of the John Falkner Arndt and Company, Inc., house organ, **ACHIEVEMENT**. Mr. Arndt calls this the *Law of Apperceptive Mass—and You*.

"If the creative and contact men of an agency have had successful selling experience, they instinctively have sales in view in planning and preparing your merchandising and advertising.

"If agency executives not only understand advertising thoroughly, but, over a period of years, sound business principles and the fundamental laws of business and economics, they are more understanding and appreciative of

your problems and develop plans to bring tangible results.

"If an agency has had long-standing, nation-wide contacts through close working associations with other agencies throughout the country—that agency naturally has a contact, marketing and regional background which improves its service.

"If through training, knowledge and experience agency people know what makes people tick and how they respond, the advertisements they prepare are more effective.

"Current and postwar problems demand sound thinking. Distribution, selling, and advertising are large segments of those problems. An advertising agency is an integral part of these three segments. And the apperceptive mass of an agency is an important factor."

JOHN F. ARNDT.



ANYONE interested in pre-placement guidance in relation to the various engineering courses, might contact Mr. H. E. Stone, at West Virginia University, Morgantown, West Virginia, who has prepared a rather complete set of answers to practically any question that the engineer-to-be could ask.

AMERICA—FREE OF MANPOWER CONTROL*

PAUL C. LEWIS, *Regional Director of the War Manpower Commission for Pennsylvania, New Jersey and Delaware and a newly elected member of the Executive Board of the Association of School and College Placement.*

Redirection of our veterans and young people from wartime to peacetime occupational aims now stands as one of the greatest tasks before the nation. The author, himself a veteran of World War II, tells of the part the United States Employment Service will play. Prior to his fifteen months' service in the Armed Forces, Mr. Lewis was Deputy Regional Director of the War Manpower Commission for Pennsylvania, New Jersey and Delaware, and upon his return became Director. He is a former member of the Pennsylvania State Legislature and served as Assistant United States Bituminous Coal Consumers' Counsel and as Deputy City Treasurer of Philadelphia. His interest in education has been evident in all his work and we are sure that he will be a fine addition to our Editorial Board.



AMERICA is once more operating free of manpower controls. This is in accordance with a pledge freely given by the War Manpower Commission that when manpower regulations were no longer needed for the good of the war they would no longer remain. At the direction of President Truman and Reconversion Director John Snyder, the Commission's United States Employment Service has thrown into reverse the machinery that mobilized manpower for the most gigantic war production job the world had ever known. The full weight of USES is now devoted to reconverting our country's work force from a wartime to a peacetime economy. Only now the program is voluntary.

Vital in this obligation comes the responsi-

bility of directing the nation's youth to beckoning opportunities in the postwar world. The responsibility is two-fold: (1) In accordance with the G. I. Bill of Rights, counseling and placing veterans, the majority of whom are young men whose start in life or whose education was interrupted by the war. (2) Co-operating with colleges and schools in reshaping the goals of under-graduates to peacetime vocational demands, both from the view-point of self-growth and the growth of the nation.

Just how can the U. S. Employment Service be of practical service in this vast reorientation?

One important new service of an expanded peacetime USES will be to make available at regular intervals to all interested groups, a virtual blueprint of employment in every area

*This article went to press on August 20, 1945.

*Philadelphia Electric
Company*

BUY U. S. WAR STAMPS AND BONDS

in the United States. Each community will make its own local survey, keeping it constantly abreast of changing conditions. Data will include: employment opportunities in principal industries; activities that are expanding and those that are shrinking; opportunities for advancement in principal industries; employment facts on new industries; training needs for employment; Civil Service openings; supply and demand figures; local wage rates; community facilities and other valuable information.

What USES did in the field of war industry will now be done for peace industry. Labor market data which hitherto, for security reasons, could not be released except in the most general fashion will now be freely circulated as a public service. Already these up-to-the-

minute reports are in demand by business, industry, professional groups, labor unions and civic organizations. For school and college placement bureaus responsible for vocational guidance, they will be an invaluable tool for assisting the student or alumnus into channels of enlarged opportunity.

The doors of 1500 U. S. Employment Service offices throughout the country stand open to our young people and all those interested in their progress. It is our objective to cooperate with educational and all other groups on programs which will, as rapidly and as competently as possible, make up for youth's lost war years and once more harness the power, the initiative and the imagination of the young to America.



POST-WAR JOB PROSPECTS

ACCORDING to a survey made by the Northwestern National Life Insurance Co., the most promising sources of post-war jobs are the automobile, petroleum, electric, plastic, food, rubber, and farm equipment industries, which are already aggressively recruiting personnel for post-war activities. Other business fields which are actively planning and recruiting for immediate employment are insurance advertising, retailing, air transportation, refrigeration and chemical firms, according to the placement officials of 116 universities and colleges reporting in the survey. Heavy demand for statisticians and market analysis workers, and for engineering graduates to do industrial research, is found by the survey, in which college placement officials report from 3 to 10 job offers per available graduate, with aggressive advance planning and recruiting by major American businesses. Records and qualifications of college alumni due for early discharge from military service are being called for by employers and corporation "scouts," some place officials report. The fields of radio and electronics and the manufacture of electrical household equipment are especially active in planning and recruiting personnel.

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THE FUTURE OF SUPERVISORY TRAINING

LELAND P. BRADFORD

Chief of Training, Federal Security Agency

The author received his Ph.D. in Educational Psychology from the University of Illinois, and was on the faculty there for four years. Since 1942 he has been Chief of Training U. S. Immigration and Maritime Service, and of the Federal Security Agency. During the past three years he has been Editor of the Adult Education Bulletin of the National Education Association, and in September will leave the Federal Security Agency to take the position of director of the Division of Adult Education Services of the National Education Association.

Supervisory training will undergo a marked transformation in the immediate future, according to Mr. Bradford. For one thing, the short standardized training courses that proved effective during the emergency will, he predicts, give way to more thorough training in the basic problems of supervision. Industry also may make wider use of "experience practice" sessions, in which supervisors act out spontaneously the problems facing them. Mr. Bradford is the author of a book on the principles of supervision, scheduled for publication next year by McGraw-Hill.

SUPERVISORY training stands on the threshold of a new development. The problems of war production have focused attention upon the vital need for trained leadership. They have emphasized the key importance of supervisors in production and the need for supervisors to be skilled practitioners in the field of group output and harmonious working relations. They have indicated the need for thorough training in supervision.

Supervisory training in the past has not gone deeply enough into the basic problems of supervision. The preaching of the need for supervisors to acquire desirable personality characteristics left them with the desire, but not the knowledge of how, to reach this personality perfection. Again, short "packaged" courses, while meeting an immediate emergency need, fell short on three very fundamental points. First, packaged training courses to a large extent assumed that the supervisor stood alone and could be so trained, whereas in reality the supervisor is reacting continuously to pressures of administrative goals and policies from above on the one hand, and employees' desires on the other. His training, to be realistic, must be laid in the setting of these often conflicting pressures and must be based on the problems growing out of them. Any other training would remain relatively academic. Second, packaged training gener-

ally assumed that answers could be given before problems were uncovered, or gave answers to problems which were frequently highly hypothetical to many supervisors. Finally, such training remained a technique essentially outside the supervisor in much the same way that a new machine to increase production would be outside the operator. The supervisor was to accept certain methods of supervision without any basic change in his own philosophy of leadership.

However, these previous attempts at supervisory training have been significant. They have helped to indicate that the training of supervisors is important to efficient production and high employee morale. They have led consistently toward more thorough training of supervisors and have paved the way for training which will more successfully treat the basic problems of supervision.

Supervisory training in the future will doubtless place great emphasis on the basic knowledges and skills of individual and group leadership. Supervisors will become trained group leaders. This will be due to the increasing realization that morale is the result of efficient production, and not something apart from it, and that efficient production results only when skilled leadership has made possible the willing participation of all concerned in the work to be done.

Major Trends of Supervisory Training

Supervisory training will pursue certain specific trends. These trends, growing out of past experiences, may be summarized as follows:

1. Supervisory training will be both diagnostic and corrective, not only for the individual supervisor but also for the organization of which he is a part. It will immediately be said that training has always been both diagnostic and corrective. Obviously, a training course could not be devised until the training needs had been determined. There is a great difference, however, between a diagnosis made by a training director followed by the preparation of a training course to be given to learners, and a training program which un-

covers problems and devises solutions to these problems as the program develops. In this instance, both a diagnosis and the remedy are arrived at, in large part, by the group being trained rather than by a leader.

Furthermore, the supervisor is not an isolated individual. Rather, he is reacting continuously to problems, policies and attitudes of his superiors and to the pressures of his subordinates.

The problems he faces as a group leader are intertwined with the problems of the total work situation in the organization of which he is a part. If, for example, a supervisor is taught that a certain technique of leadership is desirable, but he sees very readily that the policies and attitudes of those above him will



NYA Photo by Dan Nichols

SKILLED LEADERSHIP ENCOURAGES WILLING PARTICIPATION IN THE PLANT OR THE OFFICE

not permit him to employ this technique, the time spent in training will be completely wasted. He may readily understand and agree with a statement made in a training session that employee responsibilities should be clearly defined, but if he himself is confused about existing policies and procedures, he is helpless in endeavoring to clarify the situation for the rank and file.

Training, to be successful, must help the supervisor uncover his basic problems and find solutions to them. Obviously, training which endeavors to give a standard content to supervisors in five sessions cannot possibly meet these needs.

All this means that supervisory training in the future will be a process of uncovering in group fashion the basic problems of the work situation and the basic inabilities of the supervisor; and a process, through group action, of developing improvements in the total work situation and in the leadership skill of the supervisor.

2. Supervisory training will be based on an understanding of the principles of human relations and group dynamics. We have learned that economical and efficient production depends upon developing efficient work teams. Hard-boiled domination of a group of employees raises production and efficiency only to a relatively low level. The difference between this level and the optimum level of production is great. Only through skilled understanding of human relations and group activity can production be maintained on its proper level.

3. Supervisory training will stress social implications of work. Much has been written about the effect of home and community maladjustment of the employee on his efficiency. What has not been sufficiently realized is that successful production on the job will help bring about home and community adjustment.

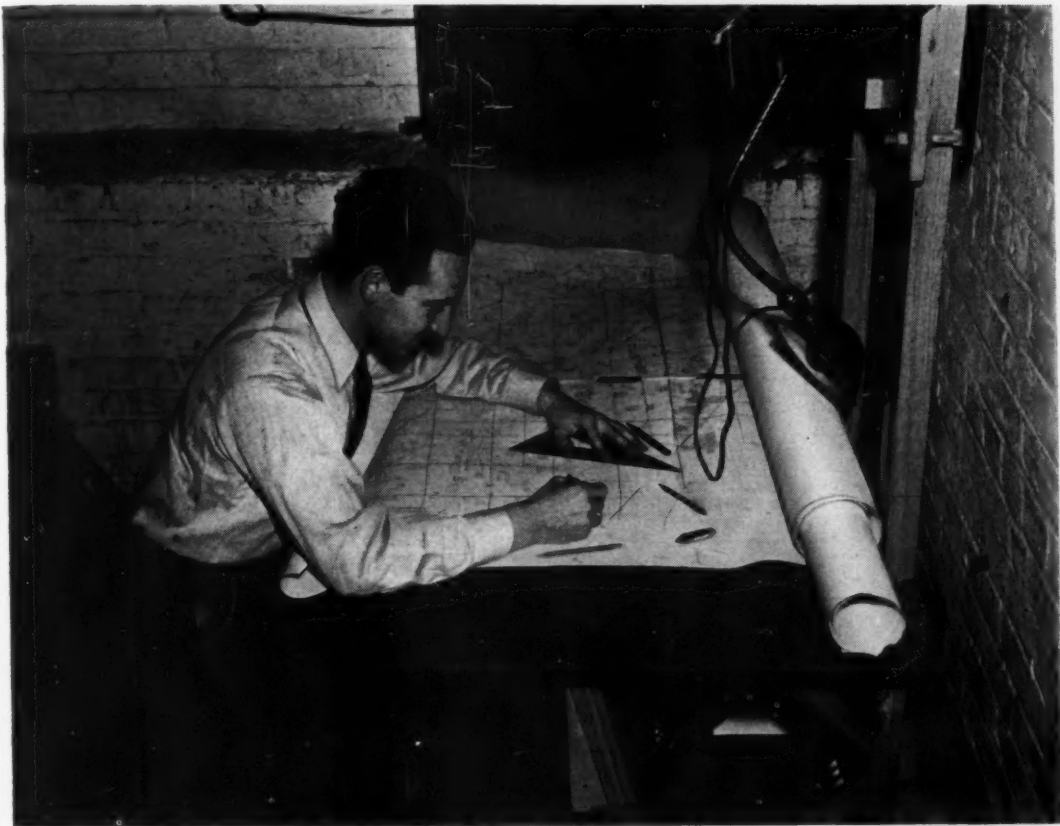
The cost in lowered production of mild forms of mental ill health is staggering. Much of this can be prevented, not through the use of many psychiatrists, but through more intelligent leadership of employees by supervisors.

Job adjustment in the future will be seen to be more than assigning the individual to the job. It will be seen as a process of helping the individual, through successful job production, to become better adjusted to home and community situations. The well-adjusted producer will be a well-adjusted citizen. Supervisors will be trained to perceive the importance of their leadership not only to the job but to other areas of employee living.

4. Supervisory training will stress ways of encouraging and developing employee participation in supervision. So long as supervisors maintain, or are forced to maintain, the role of policemen, employee antagonism and employee efforts to increase the difficulties of supervision will be present. Supervision is essentially group leadership. In any efficient group the group members assist the leaders in maintaining the production of the group. As supervisors develop into more competent group leaders, they will devise ways of encouraging employee participation in the leadership of the work group.

These may well be the major trends of supervisory training in the future. The question of how such training can be developed still remains. Let us look at the probable pattern of an ideal training program.

Supervisory training will employ many methods and fall into a number of stages. A preliminary stage, whether for those who have not yet had supervisory experience or for those who have had experience but lack systematic training, will endeavor to develop a background of knowledge of principles of supervision as well as skill in group leadership. Subsequent stages of training will amplify these principles.



NYA Photo by Dan Nichols

THE PROCESS OF TRYING OUT IS THE PROCESS OF TRAINING

Group Discussion of Basic Principles

The preliminary stage of supervisory training will bring small groups of supervisors from the same level together for group discussions and "experience practice" sessions. (This method will be described later.) The discussions will explore such fundamental principles of supervision as the following:

1. *The recognition of basic human needs.* Continuously efficient production depends upon each employee's meeting two basic needs. Each person needs to feel that he belongs to and is important to certain key groups, such as a home group, social groups and a work group. Too frequently work has been considered merely a necessary evil of living. Yet each employee spends the major

portion of his life in work. If his need to belong to and to be accepted by important groups must be met in order to maintain adequate mental health and to work efficiently, it is essential that there be a cohesive work group to which he can belong. The development and maintenance of work groups is the responsibility of supervision. Supervisors need to recognize the difference between a group and a collection of workers and the importance of a sense of belonging to production.

The second basic need of individuals is to feel a sense of individual achievement and importance. This is a need for recognition by others as a distinct individual. Where this need is blocked, production suffers and personality problems develop.

2. *The need for employee security.* Security is more than job tenure. It is essentially the ability of the employee to feel capable of handling job situations and of being able to predict that conditions favorable for work achievement will be present. Where favoritism, lack of job clarification, lack of training, poor supervision, poor placement, or confused administrative policy exists, employees will be insecure, individual and group morale will vanish, and antagonisms will develop among employees. The good supervisor, in his role of maintaining high production, is concerned with employee security.

3. *The need for employee success.* The most effective motive for continued work improvement is success. This is true if success is viewed as the individual employee's attainment, after considerable effort, of a work goal he has set or accepted. Much of the difficulty in maintaining efficient production lies in the differences between management and employee work goals. Where management goals are too high or too low, production will suffer. Some recent experimentation, notably that of Dr. J. R. P. French, Jr., at the Harwood Manufacturing Company, Marion, Va., indicates the need for administrators and supervisors to realize the importance of individual and group employee goals in production.

4. *Democratic work groups.* Group action and morale follow certain specific principles which can be analyzed and discussed. The difference in production and morale between various autocratic and democratic groups is great. Supervisors who can develop democratic work groups have few production and morale problems.

The principles of democratic group action are of vital interest to industry and business where production is of importance. These principles and skills will be a basic aim of supervisory training in the future.

5. *Employee contacts.* Successful leadership is largely developed through the many

formal or informal contacts the supervisor has with the employees. Contacts involving work problems, individual problems, grievances and complaints, reprimands and work evaluation offer opportunities for the supervisor to build a stronger work group. Supervisory training will include discussions of the principles and techniques of such contacts.

6. *Employee training.* Efficient job instruction by the supervisor not only builds work skills but develops employee security and success. No successful supervisory training program could skirt this area. Employee participation in formulating certain types of training programs is frequently the most efficient method of training. Ways of developing training by the group to be trained should be explored in supervisory training.

7. *Work improvement.* The most efficient work simplification or improvement program that can be devised is that in which employees participate in developing improvements. Under these circumstances there is no resistance to changes made. Means of fostering employee participation in work improvement will be a part of supervisory training.

"Experience Practice" Sessions

These and other basic principles will form the major subject matter of supervisory training. Such principles can well be developed with supervisors through group discussions. But discussion, no matter how realistically laid in practical supervisory problems, remains on the verbal level. There is need to bridge the gap between the verbal and the action stage.

This is best done if principles are tied up to action through being worked out in action by the supervisors under training. For this reason preliminary supervisory training may follow discussion of principles of supervision with "experience practice" sessions.

Experience practice or "role-playing," adapted from the psycho drama and socio drama techniques developed by Dr. J. L.

Moreno¹ and further developed by others,² is a process by which supervisors spontaneously act out problems facing them. It differs fundamentally from demonstrations, which are usually carefully prepared previously and thus more stilted and artificial. In a typical training situation, a particular kind of problem is brought up through discussion. It may be a problem of absenteeism, handling a grievance, or administering a reprimand. The training leader then suggests that the solution may best be arrived at by observing the acting out of the problem. One member of the group takes the part of the supervisor and another member the role of the employee. The same scene can be re-enacted by other supervisors, thus giving the group an opportunity to see, through contrast, the small action points that brought about or blocked an adequate solution. The scenes are discussed by the group, and insight into the principles and skills pertinent to the particular type of problem gained. Of further value is the fact that supervisory attitudes toward other supervisors and toward subordinates are revealed as well as stresses and strains among supervisory and administrative levels. To this extent, experience practice sessions are diagnostic of additional problems needing solution.

Experience practice sessions bring out basic problems of concern to supervisors, develop insight among them into these problems, give opportunity for constructive practice in situations confronting them, and give insight both to the leader and the group into the motives, problems and attitudes of employees. Thus these sessions are both diagnostic and therapeutic. The problems uncovered form the basis for subsequent training programs for employee and supervisory groups.

¹ J. L. Moreno, *socio drama, A Method for the Analysis of Social Conflict* (Socio drama Monograph No. 1), Beacon House, Inc., Beacon, N. Y.

² A. Zander and R. Lippitt, *Reality-Practice as Educational Method* (Psychodrama Monograph No. 9), Beacon House, Inc., Beacon, N. Y., 1944.
Bruno Solby, "The Role Concept and Job Adjustment," *Sociometry*, May, 1944, pp. 222-229.

Other Methods of Training

Supervisory training will not, of course, end with this preliminary stage. It will continue indefinitely, though in a less formal manner. This training will continuously emphasize the basic principles of supervision discussed above, but in terms of solutions to problems confronting supervisors. Many methods of training are available. Among them are the following:

1. *Horizontal staff meetings.* Such meetings are in reality a continuation of supervisory training meetings in that they are composed of supervisors on the same level of authority but from the various departments of the organization. The purpose of these meetings is to discuss and develop solutions to problems of supervision faced on that level. Frequently the experience practice sessions previously held will have developed a list of problems requiring solution. These problems may be those of developing specific training for certain groups of employees, of achieving better interdepartmental relations, or of improving personnel relations. Horizontal staff meetings, held probably once or twice a month, can tackle these problems and work out acceptable solutions. Two results will be gained. First, problems not only will be solved but the solutions will be accepted by the supervisors who devised them. Second, the process of developing the solution to a practical problem on

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the basis of fundamental principles of supervision is the best possible training. In this situation training and action are closely intertwined. Diagnosis and correction go hand in hand.

Both group discussion and experience practice are methods that may be employed interchangeably in horizontal staff meetings. These methods develop maximum participation by supervisors in their own training programs.

2. *Action-research.* Too typically research has been considered a process confined to the laboratory. However, in many instances research and action should be closely meshed. This means, simply, that as part of a continuous training program, problems needing experimentation before solution should be discussed by the supervisory group and the necessary experimentation carried on by its members. For example, if in a horizontal staff meeting a suggestion is made that small group meetings of employees be held to explore ways of increasing production, one supervisor may try out this plan with a small group and report back results to the group.

The process of trying out is the process of training. Therefore, as part of the continuous training of supervisors, it is desirable to develop in supervisory groups a policy of carefully experimenting with alternative solutions to problems. If decision to try out a particular method is made by the entire supervisory group, there is little danger of a wave of wild and indiscriminate experimentation by supervisors.

3. *Employee evaluation of supervision.* A third method of continuous training is to conduct, very occasionally, a survey of employee reactions to their supervision. Results may provide both a measure of supervision and a motive to supervisors to strive more thoroughly toward improvement. This method is already being used with much success in a number of organizations.

These surveys should, of course, be made of employees under a number of supervisors. In this way results can be kept anonymous and not used to point a finger at any particular supervisor. It is, obviously, equally important that employees also remain anonymous.

Summary

This is a brief sketch of supervisory training in the future. It differs from much present training in a number of vital ways:

1. Future training will be based on fundamental principles of group leadership rather than on surface symptoms. Such principles as recognition of human needs, employee security, employee success and group dynamics lie at the heart of successful supervision and need to be understood by administrators and supervisors. Supervisory training has generally concerned itself with techniques without understanding of basic causes.

2. Future supervisory training will be to a greater extent than formerly both diagnostic and corrective. In this way it will be set more realistically in supervisory problems. The use of experience practice will measurably increase the possibility of diagnosis.

3. Future supervisory training will make greater use of the participation of supervisors in the development of the training program than in the past. To a large extent such training will not be rigidly packaged, but will develop in terms of the problems faced by the supervisors concerned.

4. Supervisory training will become a continuous process making use of such methods as periodic staff meetings, action-research and employee evaluation.

Supervisory training will gradually follow these trends as administrators and supervisors realize that such developments will measurably increase production and decrease personnel problems.

—Reprinted from *Personnel*, July, 1945, Vol. 22, No. 1

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VOCATIONAL GUIDANCE WITHIN INDUSTRY

PROFESSOR FLOYD RUCH

Professor of Psychology, University of Southern California

It gives us great pleasure to present here an article stressing the importance of inter-industrial guidance. We have long felt that while vocational guidance should begin early that it should continue throughout the career.

The author received his B.S. degree from the University of Oregon, his M.A. from the University of Iowa, and his Ph.D. from Stanford University in 1930. He held a National Research Fellowship in biology at the Sorbonne, and has taught throughout the country. He began as an Instructor in Psychology in Washington College. From 1931 to 1935, he served as an Associate in Psychology in Illinois University, and was then made an Assistant Professor. In 1936, he went to Penn State College and from 1937 until the present date he has been, first, an Associate Professor and later a Professor of Psychology at the University of Southern California.

He has written several books, among them "Psychology and Life," "Psychology in Business and Industry," and "Learning and Motivation."

Suppose you saw the following headlines?
VICTORY IN MANPOWER DRIVE: FIVE MILLION
NEW WAR WORKERS RECRUITED

SUCH an announcement would so stagger your imagination that you would suspect some sort of a gag. But this is not a gag. It can happen here.

I conservatively estimate that the equivalent productive capacity of five million able-bodied workers is currently lost to industry through failure of adjustment—adjustment between the innate aptitudes of the worker and the requirements of the job. There are enough square pegs in round holes to account for the amount of lost time I have estimated. To eliminate this loss would be equivalent to the recruitment of five million new workers. *To do so is the function of vocational guidance within industry.*

First, let us see how industry lost these men and women. Part of them were lost the day they were hired and placed on the wrong job. Others were placed in training programs for which they were unsuited and in which they lost interest. Still others are being lost because high-grade men are retained in low job classifications, their native aptitudes unrecognized by busy supervisors. Let us take a case, a real true-to-life case, that of Johnny B.

Johnny B., on the basis of a brief personal

interview at an aircraft company, was placed as a Junior Detailer. This, despite the fact that his employee's record showed a period of employment as a designer of mechanical appliances with another employer. Apparently the impression made on the interviewer was poor enough to discount J. B.'s previous employment record, if that quota-ridden individual even examined it. After three months as Junior Detailer, J. B. expressed an intention of quitting unless more congenial work could be assigned. He was told that he was hired as a Junior Detailer and that was what he was going to be. J. B.'s dissatisfaction increased and eventually he quit. After leaving the company, he was given the following tests by a vocational guidance counselor with the results indicated:

California Capacity Questionnaire, on which he earned a Language I.Q. of 106 (average), and a Non-Language I.Q. of 148 (genius). MacQuarrie Test for Mechanical Ability, which showed him superior to 99 per cent of adults. A test of ability to deal with relationships among objects in space also proved him superior to 99 per cent of adults.

From these results it was obvious that J. B., a man who could not describe himself well in words, possessed to an unusual degree the specialized, non-verbal intelligence necessary in mechanical designing. Had the aircraft plant

interviewer had at his disposal at the very outset the information obtained after it was too late, the maladjustment of a valuable worker could have been avoided, and there would have been one less replacement to train.

The validity of this analysis is adequately demonstrated by the vocational guidance counselor's follow-up: J. B. received employment as a designer of miniatures at a motion picture studio, work requiring the maximum in designing ability. If we assume that motion pictures are as helpful in winning this war as bombers, we can conclude that the loss to society through placing a high-grade man on a low-grade job was only temporary. There is no escaping the fact, however, that the loss to his first employer was permanent.

Johnny B. is an extreme case, but I can think of several more just as bad. It is the small losses that affect the millions that add to the staggering total of "down time" due to poor job placement.

Experience shows that an efficiency increase of 10 per cent can be brought about through matching the tested aptitudes of the individual to the known requirements of the job. The Philadelphia Electric Company decreased operating mistakes 90 per cent by using psychological tests in selecting substation operators. United States Civil Service reports that 93 per cent of appointees selected by psychological tests were more efficient in their work than the previous average. The Milwaukee Electric Railway and Light Company reduced the percentage of motormen discharged because of accidents from 14.1 per cent to 0.6 per cent and effected an accident reduction of 81.5 per cent in a single year through the use of tests.

The older use of employment tests found the best man for the job, left vocational guidance the function of finding the best job for the man. These principles sometimes came in conflict, because it can happen that the best man for the job, once he has been discovered,

will discover that the job is not the best for him. Follow-up studies of such cases indicate that dissatisfaction soon appears in the individual placed on a job that is not best for him.

Vocational guidance within industry will not only have the best job for the man, but will also have the best man for the job. The importance of job satisfaction is as important today as it was in the most critical war period because the worker who quits of his own volition is merely adding to the vast number of the unemployed. In view of the fact that the wage freeze has been lifted, many employers will be able to hold a certain number of their dissatisfied workers by virtue of higher pay, but there will be relatively little of this because there are too many available applicants for each job for any employer to hold a man or woman who is not interested.

Job Adjustment and Employee Satisfaction

The satisfaction which a well-placed worker obtains in doing his job is a powerful stabilizing factor. Lockheed-Vega Aircraft Corporation recently completed a study in which an absentee group of employees was matched with a non-absentee group on the basis of equality of job classification, sex, shift, department, and period of employment. Comparison showed that the proportion of individuals placed on jobs not fitting their demonstrated aptitudes was higher in the absentee group.

Further evidence of the value of adjusting abilities of the worker to job requirements is found in a recent Gallup poll. Workers were asked the following question: "What do you think is the greatest mistake that your company makes?"

Tabulation of results showed that as many respondents mentioned the hiring for jobs of workers whose abilities were not suited to those jobs, as did those mentioning unfair wages and lack of a proper pay scale.

There is no reason why maladjustments between worker abilities and job requirements should exist. Any large industrial organization provides a wide variety of jobs, one for everyone. It might just as well be one a worker can do.

Employee Testing as Insurance for the Postwar Period

Subscribers to United Business Service will recall that in his report of May 8, 1943, Paul Talbot hailed the scientific measurement of human aptitudes, abilities, and personality as a basis for vocational guidance within industry as another step toward a better postwar world. This is the studied opinion of a man who has no axe to grind, other than being right in advice offered to the business world.

Through the use of standardized tests, management can set up ability standards which will permit the reduction of oversize payrolls to meet the reality of an economic system which will have become competitive again. Management will operate under the principle of retaining the best of the present workers, unions will insist on retaining as many of the present number as they can.

Today it is even more important to both industry and the employee that vocational guidance within industry becomes an established fact and not merely a phrase to be used by those employers who wish to sound up-to-date. It is getting increasingly difficult to explain to both the employee and the general public why one employee should be laid off while another is retained. While each man has the inherent instinct of protecting his own position, he will also take up his fellow-man's cause, especially if he seems to be relatively safe. Seldom does the public take into consideration the fact that if an industry is to survive, the most efficient man must have the job. With the cancellation of many war contracts it stands to reason that there will be

for a short time many more jobs than there are workers and in the effort to tide his plant over the crucial period of reconversion, the employer is going to attempt to keep his production at its highest possible peak even though he may have to lay off many employees.

No matter how smooth wartime relationship between management and the union when both were drawn together by the common desire to restore a free world, it is inevitable that tensions of a more or less serious nature will develop during the postwar period. The more facts management can present to justify the retention of one employee and the laying off of another, the less the friction.

Standardized test results are objective and impartial, and therefore tend to bolster the credibility of merit ratings which, valuable and necessary as they are, suffer the limitation of being somewhat subjective. More progressive union men welcome the factual approach. One union representative characterized merit rating systems as he knew them, and he knew them well, as "an attempt on the part of management to perpetuate eternally the solidified prejudices of line supervision."

One of the more interesting outcomes of the guidance system in industry, has been the recent use of veterans as counselors. These men are chosen because they have had pre-war experience in this type work, but their usefulness in the guidance of other returning veterans cannot be overestimated. They are fully prepared before they are assigned the actual job. When the veteran returns to his old job, uncertain as to whether he really wishes to remain his old job, but often certain that he wishes to remain with the company, the veteran counselor, knowing something of his service record, understands the overall situation. The companies who have tried this system, among them Rohm and Haas, of Philadelphia, report that it has been entirely satisfactory.

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WE LEARN FROM OUR WAR

The Association usually tries to condense its news notes so that our readers may gain pertinent information in the least possible reading time. However, when the following item was received from the office of the American Council on Education, we felt that the entire item would be worthwhile. It has been obvious to the entire nation that great educational strides were being wrought by the war and now we see that our educators and our government officials are not going to let these gains be lost in the post-war melee.

WHAT civilian schools and colleges can learn from Army and Navy wartime educational technique will be the subject of a two-year investigation soon to start under the auspices of the American Council on Education according to announcement of Dr. George F. Zook, President, recently in Washington. A grant of one hundred and fifty thousand dollars (\$150,000) from the Carnegie Corporation of New York and the General Education Board has been received by the Council to carry on this work. The study will be under the direction of Dr. Alonzo G. Grace, Commissioner of Education of Connecticut, on leave of absence for this purpose. Dr. Grace will establish headquarters and staff in Washington, and will also have the assistance of a special commission of leading educators who will meet with the staff from time to time and visit military and naval installations to observe training programs in operation.

The study of the educational features of military training has been endorsed by both the Secretary of War and Secretary of the Navy, and Dr. Grace met with officials of the War and Navy Departments in Washington recently to map out plans for the project. Among the various subjects which have already been selected for study are the various procedures which the armed forces have used in selection, classification, and assignment, of personnel. Tests and testing procedures, rating scales, evaluation boards, etc., will be analyzed by Dr. Grace and his staff. Other studies will include the techniques of curriculum construction based upon analysis of the job to be done, the emphasis on demonstration and performance in teaching and continuous measurement of progress, new uses of printed

materials, visual and auditory aids and school equipment, training programs for leadership and for the training of teachers, physical education and health, short term refresher courses, and new fields for women. An analysis will also be made of the non-military educational activities such as those of the United States Armed Forces Institute, and the Coast Guard and Marine Corps Institutes. The comprehensive library program whereby the reading interests of men and women have been met will be included.

Among the first appointees to the special Commission to assist Dr. Grace are: Howard A. Campion, assistant superintendent of schools, Los Angeles, California; Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tennessee, and former superintendent of schools of Pittsburgh, Pennsylvania; Herold C. Hunt, superintendent of schools, Kansas City, Missouri; T. R. McConnell, dean of the College of Arts and Sciences, University of Minnesota, Minneapolis, Minnesota; Carl H. Milam, executive secretary of the American Library Association, Chicago. Other members will be appointed later.

In commenting upon the study, Dr. Zook said, "In the past five years the United States has witnessed the development of the largest emergency training program in history. More than ten million men and women have been taught by the Army and Navy and their allied services to perform expertly the wide scale of duties necessary to the successful carrying on of a total technological war. The scope and magnitude of this educational job are almost beyond belief.

"Training programs have ranged in duration from a few days to many months. They

have been designed to cover every conceivable assignment from teaching men to read and from indoctrination on why we are fighting, to the development and operation of fine precision instruments and the leadership of men. The students in this educational experiment have been a true cross section of the physically and mentally capable citizens of the nation."

Dr. Grace, who served in the Army during the First World War and who has been a special consultant on the training program of the War Department in recent years, commented upon the need for understanding what had been done by the Army and Navy.

He said, "Although civilians have known in general about the training practices developed by the armed forces, alert educators have realized from the beginning that the requirements of military training provided an unprecedented opportunity for developing improved teaching procedures. Most of the men and women who were called into service to organize these training groups came directly from our schools and colleges. They brought the best of known educational theory and practice, applied it in controlled situations and developed new processes where needed. The responsibility now is first to find effective means of measuring this military experience for its potential value to civilian practice, and, second, to facilitate the understanding and adaption of those features which will improve education and training in our schools and colleges."

"The results," according to Dr. Grace, "will be of interest and value to organized education at all levels. The public and many educators believe that the military training program can revolutionize civilian educational procedure. For example, we have heard much of the excellent material developed through motion pictures, radio, and recordings by the Army and Navy. There are other educators who

doubt that anything meaningful to schools and colleges can be gathered from the military experience. The one extreme is as dangerous as the other. Honest analysis of the military experience is needed if we are to select wisely those things which can be applied to the improvement of teaching and administration. I should like to emphasize, however, that the implications of this training are of equal or greater value for informal educational programs such as training programs within industry and adult education at all levels."

Dr. Grace indicated that the Commission expected to issue a series of definitive reports when it had completed its work, but that it would also hope to make available exhibits for meetings, work conferences, etc., filmstrips, films and radio programs dealing with the materials which were discovered to be of most significance for civilian schools and colleges.

1787



1945

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EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in
American Citizenship

Edited by FRANKLIN L. BURDETTE

A SERIES of authoritative pamphlets on fundamental American principles, by Roscoe Pound, former Dean of the Harvard Law School, has been published by the National Foundation for Education in American Citizenship.

Dean Pound has made a unique contribution to popular education. In concise, scholarly essays, seven topics have been presented in separate pamphlets: *Liberty, Justice, Property, Obligation of Contract, Rule by Majority, The Separation of Powers, Change and Our Constitution*. Each pamphlet will be used widely in schools, libraries, and study groups.

"Ours is a constitutional democracy," says Dean Pound. "The people as a whole, in a democracy, have ultimate unlimited power." But "it is no contradiction of the sovereignty of the people to add that they may put limits to the exercise of their powers by their agents whom they choose to carry out their purposes."

Courts speak of rights, as they are commonly called, as liberties—fields of action "where the law keeps its hands off and leaves individuals to the free exercise of their natural faculties. . . . These guarantees of liberty, and so of free enterprise, freedom to work, and freedom to engage in trade and commerce, have made America a land to which people have been eager to come from all parts of the world."

Justice in our democracy is not merely a

private virtue nor an economic idea, but rather a political idea—"a regime of adjusting relations and ordering conduct by the force of a politically organized society so that there may be an effective division of labor, free opportunity for individual initiative, and free self determination; so that everyone may make a better place for himself by his own exertions. This idea of justice, a justice according to law, has been associated with the idea of liberty in the whole history of English and American constitutional government."

Constitutional government, Dean Pound points out, recognizes the obligation of a contract as a promise which must be carried out. It also associates with the idea of liberty the concept that property must be protected against unreasonable or arbitrary seizure. Moreover, in our own form of government, a threefold separation of powers, legislative, executive, and judicial, is a distinguishing characteristic.

"It is a persistent problem of law to maintain a balance between stability and change. . . . The Constitution has proved flexible enough to be adaptable to needs of time and place and yet its bonds have been strong enough to withstand movements and currents which did not represent settled convictions of the people. Both the flexibility and the stability have owed most to the original conception of a supreme law of the land governing a law-abiding people."

NEWS FROM C. E. D.

WALTER FULLER

President Curtis Publishing Co.

National Chairman, Field Development Division, C. E. D.

IN order to have 7 to 10 million more jobs when reconversion has been completed than we had in 1940, business men of this country are planning boldly to achieve this goal. We need such bold planning on the part of the 2,000,000 employers we now have in this country. But we also need a million more employers, men with courage and vision, men who have ideas for new businesses and who will devote their time and energy to establishing and conducting new enterprises.

Since Pearl Harbor more than a million business enterprises have ceased to exist, while fewer than 500,000 new ones have been formed. Statistics show the record of businesses that fail, and the number is very great. But there are no data as to how many business men succeeded after one or more failures. Some of the greatest business enterprises in this country were sponsored by men who had failed in other attempts.

Every business was small at its beginning. That is why the college man who has an idea and the courage to back it up by founding a small business may have a great enterprise in the years to come.

One of the healthiest things that could happen to our economy would be the establish-

ment and growth of not one but several million new enterprises because out of these, even though many of them might fail, must come our crop of employers for the future.

Widening this ratio of employer to employee in our economy is one of the objectives of the Committee for Economic Development which is a private, non-profit organization of businessmen established to encourage bold planning for business expansion in the post-war period. The C. E. D. seeks to encourage and strengthen free enterprise by the stimulation of self help business growth in communities large and small throughout the country. More than 2900 communities and counties now have local Committees for Economic Development, with 65,000 business and civic leaders directly involved in their job planning programs.

Committee activities in a community are concentrated, first, on getting facts about local business patterns and second, the discovery of practical, profitable methods of business expansion, to create new jobs. In this work, the co-operation is sought from community leaders in business, labor, agriculture, and citizens generally. Results have demonstrated that all can contribute fresh ideas for new en-

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terprises and solutions to practical problems of business growth.

All new college graduates are demobilized fighting men with ideas will find the welcome mat out at his local C. E. D. Business life in every community needs fresh energy and intelligence and hopes as never before.

C. E. D. strongly believes that the necessary restrictions of choice today forced upon the young man by the tight organization of our high-speed economy, simply increases his responsibility to exercise his own talent and

skills in accord with his own job-making ideas. Our free enterprise system needs men with such ideas. If present ratios hold, it appears that of the nearly sixty million of our total work force, only ten million will be self employed. But upon the skill and courage of those ten million, the new peacetime jobs of the others will largely depend.

Every young man who can or will change from a job-holder to a job-giver, strengthens the whole system. This is the bedrock significance of our "American way of Life." This is the challenge to America's young men.

ASSOCIATION NEWS

Report of the Secretary

A meeting of the Executive Board of the Association of School and College Placement was held on Tuesday, June 26, 1945, in the offices of President Hardwick, in the Morris Building, Philadelphia, Pennsylvania.

At that time the election of officers and members of the Executive Board and Administrative Committee for the fiscal year, July 1, 1945, to June 30, 1946, took place. All the officers who served during the preceding year were re-elected, these being President, Gordon A. Hardwick; Vice-President, Theodore A. Distler; Secretary, Peggy L. McGee, and Treasurer, Reginald L. S. Doggett.

The following were elected to membership on the Executive Board in accordance with the Board's rotation plan: Leonard C. Ashton, A. M. Boyd, C. E. Clewell, Rufus H. Fitzgerald, Charles H. Rominger and Herbert Wottrich, to serve a term of three years.

In addition to the above, Mr. Paul C. Lewis, Regional Director of the War Manpower Commission, was elected for a period of two years to fill the vacancy caused by the death of Mr. H. Raymond Mason. Mr. John Falkner Arndt, head of the advertising agency bearing his name, was elected for a one-year term left vacant by the withdrawal of Mr. David C. Prince.

Members of the Administrative Committee were all re-elected for a one-year term, these being Gordon A. Hardwick, Chairman; Leonard C. Ashton, Clarence E. Clewell, Theodore A. Distler and Alexander J. Stoddard.

Appointment of the Editorial Board followed. Those appointed by the President, with approval of the Board, were Joseph E. Bell, Mrs. Virginia Stites Calder, Dr. C. E. Clewell, Robert N. Hilkert, Paul H. Musser, Alexander J. Stoddard and C. C. Williams.

With the war in the Pacific ending so suddenly, the Association, like everyone else, was caught more or less unaware. However, we are very happy to be able to resume many of our pre-war customs that were disrupted by the war, and it is hoped that we can perform many useful services for our members that were more or less impossible before the war. We are hoping to renew all of our committee activities in the near future which have been lying rather dormant for two years, and it is our hope that our members will help in every way to make our committee activities successful by requesting surveys or articles which they feel will be of interest.

It seems more and more important to us that schools and colleges renew and expand their vocational guidance programs so that graduating seniors who have not seen service will not compete with the veterans. Perhaps specialization is the answer to this problem. While we do not advocate the complete abandonment of all Liberal Arts courses or even some of them, it seems wise that young people be encouraged to decide early in their scholastic career what vocation or profession they wish to follow and prepare themselves for it in every possible way. Many new fields have been opened during the past five years and it might be well for all educators interested in guidance and placement to secure as much knowledge as possible of the educational requirements for those interested in following not only these new fields, but all fields.

Miss Peggy L. McGee, the editor of SCHOOL AND COLLEGE PLACEMENT for the past 18 months, was married on September 29 and has followed her husband, Capt. James R. Gotcher, to the West Coast. She wishes to take this opportunity to thank all those who have been so helpful in making her work with the Association and the journal a success. Her successor will be Mrs. Robert W. Jones.

BOOK REVIEW

Guide to Guidance, by M. Eunice Hilton; Volume VII, 62 pages and V. An Annotated Bibliography; Syracuse University Press. \$1.00 postpaid.

The 1945 edition is the seventh in the series begun in 1939 by the National Association of Deans of Women of the N. E. A. and is a selected bibliography of the best books and articles on guidance published in 1944. The criteria for selection were soundness of research or reasoning, usefulness to the counselor, and excellence of presentation. Where the same materials were presented in several articles, the most comprehensive and readable were selected. The annotations were designed to give sufficient information to enable the user of the bibliography to select the books or articles he wishes to study further without waste of time in looking up those he cannot use.

Volume VII includes brief and yet comprehensive annotations on 375 books and articles dealing with materials in the following fields:

Philosophy of Education in War and Peace
Present Educational Trends and Issues
Training and Responsibilities of Personnel
Workers
Guidance Procedure and Techniques
Areas of Counseling and Guidance
Bibliographies, Directory of Publishers, etc.

The bibliography is a very useful tool to educators of all types and in every field as well as being an essential reference and aid to counselors and advisors of student personnel.

—Syracuse University Press, 920 Irving Avenue, Syracuse 10, New York.

Two recent publications by Science Research Associates, Chicago 4, Illinois, are *Job Exploration Workbook* and *Occupational Laboratory Manual for Teachers and Counselors*. This workbook and manual were both written by Milton E. Hahn, Director, Psychological Service Center, and Associate Professor of Education, Syracuse University, and Arthur H. Brayfield, Lecturer in Psychology, University of Minnesota.

The *Job Exploration Workbook* has been planned to help students find answers to questions about how to choose a career, how to get a job, what training is needed and how to succeed on the job. A series of 14 projects, suitable for both high school and college guidance work or vocational classes, is included. These projects were developed through five years of experimentation in the General College of the University of Minnesota and were chosen to fit the needs of the individual student in his local community. The workbook will provide the student with a substitute

means (through use of the community) of becoming acquainted with vocational fields if the opportunity for work experience is unavailable.

Particular advantages the workbook offers are of (1) using the community as an occupational laboratory for the school; (2) introducing students to the reality of job problems—thus making guidance real; (3) showing students how to meet their individual problems, specifically the problem of how to get a job, and (4) being adaptable in that it may be included in an existing guidance program or used as the basis for a new course.

To help teachers use the workbook most effectively, the *Occupational Laboratory Manual* provides complete instructions for teaching the course. Practical suggestions are offered to the teacher or counselor supervising the projects. The manual explains the use of the *Job Exploration Workbook* for school guidance programs, and shows how to organize such a program. The price of the manual is \$1.00. The workbook 96 cents.

JOHN R. YALE,
Executive Editor.

While this column is usually dedicated to book reviews, we wish to include this notice for those of our readers who may be interested. ED.

"Postwar Planning for Young Job Seekers" is the title of a 16-inch (14-minute) recording produced by the National Vocational Guidance Association, professional organization for the vocational guidance workers of America.

Prepared for radio broadcasts, meetings of teachers and school administrators, as well as high school and college classes in sociology, economics, and occupations, the transcription consists of a discussion by Harry A. Jager, Chief, Occupational Information and Guidance Service, U. S. Office of Education; Charles D. Stewart, Chief, Occupational Outlook Division, U. S. Bureau of Labor Statistics, and M. R. Trabue, President, National Vocational Guidance Association, and Dean, School of Education, Pennsylvania State College.

There is much discussion and concern about jobs for veterans, war workers, and women, the discussants emphasize. However, the young people now in school, who will be competing against veterans and more experienced workers in the postwar labor market, are almost forgotten. Suggestions for meeting the problem are offered.

Inquiries concerning the availability of the recording may be made of the National Vocational Guidance Association, 82 Beaver Street, New York City 5.

COLLEGE AND UNIVERSITY GRADUATION DATES FOR COLLEGE YEAR 1945-46

In 1942, at the suggestion of both Mr. Charles E. Wangeman and Mr. Herbert Wottrich, two of our Committee Chairmen, we secured the following list of graduation or course completion dates of colleges and universities throughout the country. This list received such wide acclaim that we decided to collect again this information, in the hope that this list will prove helpful to business and industrial concerns in planning their recruiting programs. This office also has information concerning dates for senior interviews in those schools where special dates have been scheduled, as well as the names of the college placement directors. If any reader is interested in obtaining this information, he may do so by writing to the Editor.

ALABAMA

Alabama College—Jan. 18, 1946; May 27, 1946;
July 18, 1946; Aug. 22, 1946.
Huntington College—Aug. 18, 1945; Jan. 25, 1946;
May 27, 1946.
University of Alabama—Graduation, June 5, 1946;
Course completion, Dec. 20, 1945; Mar. 16, 1946.

ARIZONA

University of Arizona—Jan. 26, 1946; May 18,
1946; July 13, 1946; Aug. 17, 1946.

ARKANSAS

Arkansas State College—May 20, 1946; July 28,
1946; Aug. 8, 1946.
University of Arkansas—Jan. 26, 1946; May 31,
1946.

CALIFORNIA

California Institute of Technology—Feb. 22, 1946;
June 22, 1946; Oct. 19, 1946.
Los Angeles City College—Jan. 25, 1946; June 21,
1946.
Mills College—Feb. 1, 1946; June 2, 1946.
Occidental College—Oct. 24, 1945; Feb. 26, 1946;
June 26, 1946.
Pomona College—Feb. 2, 1946; June 3, 1946.
Stanford University—Dec. 14, 1945; Mar. 22, 1946;
June 12, 1946.
University of Redlands—Nov. 5, 1945; June 16,
1946.

COLORADO

Colorado College—Oct. 27, 1945; Feb. 23, 1946;
June 22, 1946. (Tentative dates.)
Colorado School of Mines—Jan. 26, 1946; June 1,
1946.
University of Colorado—Oct. 20, 1945; Feb. 26,
1946; June 22, 1946.
University of Denver—Dec. 7, 1945; Mar. 15, 1946;
June 7, 1946; Aug. 23, 1946.

CONNECTICUT

Connecticut College—Sept. 12, 1945; Feb. 11,
1946; June 10, 1946.
Yale University—Oct. 24, 1945; graduation dates
beyond this still undetermined.

DELAWARE

University of Delaware—Sept. 19, 1945; June 17,
1946.

FLORIDA

Florida State College for Women—Dec. 15, 1945;
Mar. 20, 1946; June 11, 1946; Aug. 31, 1946.

John B. Stetson University—Dec. 14, 1945; Mar. 22,
1946; June 3, 1946; Aug. 9, 1946.
Rollins College—Aug. 24, 1945; Dec. 19, 1945;
Mar. 21, 1946; June 5, 1946.
University of Tampa—June 3, 1946.

GEORGIA

Georgia School of Technology—Oct. 19, 1945; Feb.
22, 1946; June 21, 1946.
University of Georgia—Aug. 25, 1945; June 14,
1946; Aug. 30, 1946.

IDAHO

Northwest Nazarene College—Jan. 24, 1946; May
22, 1946.
University of Idaho—June 10, 1946.

ILLINOIS

Aurora College—Aug. 31, 1945; Dec. 20, 1945;
Mar. 27, 1946; June 20, 1946.
Bradley Polytechnic Institute—Feb. 1, 1946; June
10, 1946.
Carthage College—Jan. 29, 1946; June 3, 1946;
Aug. 2, 1946.
DePaul University—June 12, 1946; Aug. 3, 1946.
Illinois College—Dec. 19, 1945; Mar. 22, 1946;
June 16, 1946.
Monmouth College—Jan. 26, 1946; May 28, 1946;
Aug. 18, 1946.
Northwestern University—Dec. 22, 1945; Mar. 23,
1946; June 19, 1946; Aug. 2, 1946.
University of Chicago—Sept. 15, 1945; Dec. 22,
1945; Mar. 22, 1946; June 15, 1946.
University of Illinois—Sept. 30, 1945; Feb. 3, 1946;
June 2, 1946.
Western Illinois State Teachers College—June 6,
1946; July 19, 1946; Aug. 23, 1946.

INDIANA

DePauw University, Feb. 2, 1946; June 16, 1946.
Hanover College—June 1, 1946.
Indiana Central College—June 5, 1946.
Indiana University—Feb. 2, 1946; June 12, 1946.
University of Notre Dame—Oct. 24, 1945; Feb. 22,
1946; June 21, 1946.
Wabash College—Jan. 26, 1946; June 3, 1946;
(Navy V-12) Oct. 25, 1945.

IOWA

Central College—Jan. 8, 1946; May 25, 1946.
Cornell College—Jan. 27, 1946; June 3, 1946.
Drake University—June 3, 1946; Aug. 23, 1946.
Luther College—Jan. 26, 1946; May 27, 1946.

KANSAS

Bethany College—June 3, 1946.
 College of Emporia—May 26, 1946.
 Ottawa University—Sept. 10, 1945; Jan. 25, 1946;
 Jan. 28, 1946; May 31, 1946.
 University of Kansas—Civilian Semesters: Aug. 18,
 1945; Feb. 7, 1946; June 13, 1945; Navy Semes-
 ters: Oct. 20, 1945; Feb. 23, 1946; June 22,
 1946.
 Washburn University—Oct. 23, 1945; Feb. 28,
 1946; June 23, 1946.

KENTUCKY

Berea College—Jan. 26, 1946; June 3, 1946.
 Centre College—Dec. 15, 1945; Mar. 23, 1946;
 June 10, 1946; Aug. 10, 1946.
 University of Louisville—Oct. 20, 1945; Feb. 23,
 1946; June 22, 1946.

LOUISIANA

Louisiana State University—June 1, 1946; Aug. 10,
 1946.

MAINE

Bates College—Oct. 20, 1945; Mar. 1, 1946; June
 25, 1946.
 University of Maine—June 16, 1946.

MARYLAND

Hood College—June 9, 1946.
 Western Maryland College—Aug. 31, 1945; Jan.
 30, 1946; May 26, 1946.

MASSACHUSETTS

Amherst College—Sept. 17, 1945; Feb. 2, 1946;
 June 16, 1946.
 Boston College—Feb., 1946; June, 1946.
 Emerson College—Aug. 17, 1945; June 2, 1946.
 Mass. Institute of Technology—Oct., 1945; Feb.,
 1946; June, 1946; Oct., 1946.
 Massachusetts State College—June 9, 1946.
 Tufts College—Oct. 31, 1945; Feb. 28, 1946; June
 30, 1946.
 Wellesley College—June 17, 1946.

MICHIGAN

Michigan State College—Aug. 31, 1945; Dec. 14,
 1945; Mar. 16, 1946; June 13, 1946; Aug. 30,
 1946.
 Olivet College—June 8, 1946.
 University of Michigan—Feb. 23, 1946; June 22,
 1946.
 Wayne University—Sept. 17, 1945; Feb. 4, 1946;
 June 24, 1946.

MINNESOTA

Carleton College—Feb. 2, 1946; June 10, 1946.
 Macalester College—Feb. 1, 1946; June 3, 1946.
 St. Mary's College—June 16, 1946.
 University of Minnesota—Dec. 20, 1945; Mar. 21,
 1946; June 14, 1946; July 25, 1946; Aug. 31,
 1946.

MISSISSIPPI

Mississippi State College—Jan. 26, 1946; May 17,
 1946.
 University of Mississippi—May 27, 1945; Jan. 30,
 1946.

MISSOURI

Lindenwood College—June 3, 1946.
 Park College—Jan. 19, 1946; May 27, 1946.

MONTANA

Montana State University—Dec. 20, 1945; Mar. 21,
 1946; June 10, 1946; Aug. 23, 1946.

NEBRASKA

Dana College—May 24, 1946.
 University of Omaha—Jan. 25, 1946; June 3, 1946.

NEW HAMPSHIRE

Dartmouth College—Oct. 23, 1945; Feb. 26, 1946;
 July, 1946.
 University of New Hampshire—Feb. 2, 1946; June
 5, 1946.

NEW JERSEY

University of Newark—Sept. 14, 1945; Jan. 18,
 1946; June 1, 1946.

NEW MEXICO

University of New Mexico—Oct. 20, 1945; Feb. 23,
 1946; June 22, 1946; Aug. 25, 1946.

NEW YORK

Adelphi College—Jan. 25, 1946; June 6, 1946.
 Alfred University—June 10, 1946. (Some finish
 course in January.)
 Brooklyn College—Jan. 23, 1946; June 17, 1946.
 Colgate University—Oct. 23, 1945; Feb. 22, 1946;
 June 21, 1946.
 Columbia University—Aug. 10, 1945; Feb. 2, 1946;
 June 4, 1946; Aug. 16, 1946.
 Cornell University—Oct. 23, 1945; Feb. 23, 1946;
 June 22, 1946.
 Houghton College—June 3, 1946.
 Manhattan College—May, 1946; July, 1946.
 New York University—June 12, 1946.
 St. John's University—St. John's College, June 12,
 1946; Teachers College, June 11, 1946; Gradu-
 ate School, June 11, 1946; University College,
 June, 1946; School of Law, Oct. 4, 1945; School
 of Commerce, June 12, 1946; College of Phar-
 macy, June, 1946; School of Nursing Education,
 June 11, 1946.
 St. Bonaventure College—May 26, 1946; Aug. 15,
 1946.
 Union College—Oct. 20, 1945; Feb. 23, 1946; June
 22, 1946.

NORTH CAROLINA

Duke University—Sept. 1, 1945; Oct. 24, 1945;
 Jan. 30, 1946; Feb. 25, 1946; May 25, 1946;
 June 24, 1946.
 Guilford College—June 3, 1946; Aug. 5, 1946.

NORTH DAKOTA

University of North Dakota—Feb. 3, 1946; June 9,
 1946.

OHIO

Ashland College—Aug. 17, 1945; June 3, 1946;
 Aug. 16, 1946.
 Baldwin-Wallace College—Oct. 27, 1945; Dec. 21,
 1945; then shift to Quarter plan.
 Fenn College—May 24, 1946.

Heidelberg College—June 3, 1946.
Hiram College—Feb. 1, 1946; June 9, 1946.
Kent State University—Aug. 31, 1945; June 8, 1946.
Miami University—Feb. 1, 1946; May 31, 1946; July 19, 1946.
Oberlin College—Oct. 24, 1945; Feb. 23, 1946; June 22, 1946.
Ohio State University—Dec. 21, 1945; Mar. 16, 1946; June 10, 1946; Aug. 30, 1946.
Ohio University—Feb. 2, 1946; June 10, 1946.
University of Akron—Feb. 1, 1946; June 14, 1946.
Western Reserve University—Sept. 12, 1945; Feb. 6, 1946; June 12, 1946.
Wittenberg College—Jan. 25, 1946; June 23, 1946.
Youngstown College—May 31, 1946.

OKLAHOMA

Oklahoma A. & M. College—Jan. 24, 1946; May 27, 1946; July 27, 1946; Aug. 24, 1946.
University of Oklahoma—May 7, 1946.

OREGON

University of Oregon—Dec. 18, 1945; Mar. 22, 1946; June 16, 1946.
Willamette University—Oct. 30, 1945; Mar. 12, 1946; June 30, 1946.

PENNSYLVANIA

Bucknell University—Oct. 20, 1945; Mar. 2, 1946; June 29, 1946.
Carnegie Institute of Technology—Feb. 3, 1946; May 26, 1946.
Dickinson College—June 2, 1946.
Drexel Institute of Technology—June 17, 1946.
Lehigh University—Oct. 14, 1945; Feb. 17, 1946; June, 1946.
Penn State College—Oct. 18, 1945; Feb. 21, 1946; June 20, 1946.
St. Joseph's College—About May 24, 1946.
Thiel College—Jan. 25, 1946; May 20, 1946.
University of Pennsylvania—Oct. 30, 1945; Feb. 28, 1946; June 27, 1946.
University of Pittsburgh—Jan. 30, 1946; June 8, 1946.
Villanova College—Oct. 28, 1945; Feb. 24, 1946; June 23, 1946; Oct. 27, 1946.

RHODE ISLAND

Brown University—Oct. 21, 1945; Feb. 24, 1946; June 17, 1946.
Rhode Island State College—Feb. 10, 1946; June 16, 1946.

SOUTH CAROLINA

Furman University—Aug. 17, 1945; May 25, 1946; Aug. 17, 1946.
Winthrop College—Aug. 26, 1945; Jan. 27, 1946; June 2, 1946.

SOUTH DAKOTA

Augustana College—Dec. 22, 1945; June 23, 1946; Dec. 21, 1946.

TENNESSEE

Maryville College—Dec. 20, 1945; May 22, 1946.
Milligan College—May 27, 1946.
University of Chattanooga—Sept. 19, 1945; June 3, 1946. Some students finish requirements Feb. 1, 1946.
University of Tennessee—Aug. 24, 1945; June 3, 1946; Aug. 23, 1946.

TEXAS

A. & M. College of Texas—Sept. 22, 1945; Feb. 2, 1946; May 25, 1946.
Baylor University—Aug. 24, 1945; May 27, 1946; Aug. 23, 1946.
Southern Methodist University—Aug. 18, 1945; Oct. 27, 1945; Feb. 27, 1946; June 24, 1946.
Texas College of Arts and Industry—Aug. 26, 1945; May 19, 1946; Aug. 25, 1946.
Texas State College for Women—Feb. 5, 1946; June 3, 1946; Aug. 31, 1946.
Texas Technological College—June 3, 1946.
Trinity University—Jan. 30, 1946; June 3, 1946.
University of Houston—May 31, 1946.

VERMONT

Middlebury College—Oct. 15, 1945; Feb. 17, 1946; June 17, 1946.
University of Vermont—June 17, 1945.

VIRGINIA

College of William and Mary—Feb. 2, 1946; June 9, 1946; Aug. 9, 1946; Sept. 13, 1946.
Lynchburg College—Jan. 25, 1946; June 3, 1946.
University of Richmond—Aug. 31, 1945; Feb. 1, 1946; June 4, 1946.
University of Virginia—Nov. 1, 1945; Mar. 2, 1946.
Virginia Polytechnic Institute—Sept. 22, 1945; Dec. 21, 1945; Mar. 23, 1946; June 22, 1946.

WASHINGTON

College of Puget Sound—June 1, 1946.
University of Washington—Oct. 20, 1945; Feb. 23, 1946; June 22, 1946.
Whitman College—June 23, 1946.

WEST VIRGINIA

West Virginia Institute of Technology—Jan. 27, 1946; May 27, 1946.
West Virginia University—Aug. 24, 1945; Jan. 26, 1946; June 3, 1946.

WISCONSIN

Carroll College—Jan. 30, 1946; June 3, 1946.
University of Wisconsin—Letters and Science, Education, Agriculture, Law, Commerce and Medicine, May 21, 1946; Engineering, June 27, 1946.



SHORTAGE OF LIBRARIANS

THE details of the recent global, total war and the part which Americans have played in winning the conflict and in making over the world after achieving victory will furnish reading material for years to come. So it is not surprising to hear from the president of the American Library Association, Ralph A. Ulveling, of Detroit, that there will be a shortage of 18,000 librarians in America in the next few years. Mr. Ulveling said that the association is planning a campaign to bring public libraries to 35,000,000 Americans who now lack library facilities, adding that facilities in libraries serving an additional 35,000,000 are inadequate.

Mr. Ulveling urged that returning service men and workers leaving war industries consider entering the rapidly-expanding library field, pointing out that the association's data indicate that enrollment in library schools at the normal prewar rate would provide only half the 18,000 librarians who will be needed in the next six years. The association foresees an especially strong demand for administrators, particularly men, and for experts in science, technology, the social sciences and music. The profession will provide a great number and variety of opportunities for the college graduate with one year of library training.

Mr. Ulveling said the library expansion program is a result of the higher educational level of the American people and the demand for adult education, with the increased quest for information pertaining to the social, economic and political changes and the impetus the war has given to investigation and research. One might suggest in addition that the millions of veterans who have lived for years in foreign countries will stimulate interest in America in the people and customs of those nations and thus will serve to boost library attendance and membership. And the profound changes suggested by the peacetime use of atomic energy no doubt will arouse a tremendous interest in the sciences.

Now that America has grown to world leadership through its military and industrial achievements, its citizens must reflect its new role. In this country, libraries form an essential part of the nation's educational facilities and should be expanded as rapidly as the national intellectual appetite will permit. There is so much to be gained in reading when the choice of books is wisely made. The librarians of the future can do much to influence worthwhile choices.

Buffalo Courier Express, August 20, 1945.



ADVERTISING

IN a recent lecture to undergraduates at Temple University, Mr. Herman Thoenes, of the John Falkner Arndt & Co., Inc., advertising agency, made the following statement: "In the fields of advertising, marketing and merchandising, there is a grand future for specialists; for jacks-of-all-trades, slim pickings."



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